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ABSTRACT

Written for teachers and parents with little or no kn wledge of special education, the book provides information on games and activities to help integrate young children with hearing or visual impairments, mental retardation, and other physical and learning disabilities. Each activity includes statements of the purpose, goals, materials, and procedures for 42 activities in six categories (sample titles in parentheses): sight (Shadow Play); sound (Bert and Ernie's String Band): feel (Oscar's Vibrating Trash Can); sight/feel (Big Bird Decorates His Nest): sight/sound/feel (Sesame Street Traffic Jam): and sensitivity (Cookie Monster Has Problems). (CL)

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SHARING THE STREET

ACTIVITIES FOR ALL CHILDREN

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A Mainstreaming Aid

'SHARING THE STREET' OFFERS ACTIVITIES FOR ALL CHILDREN

'Big Bird's Egg,' 'Sesame Street Secrets,' 'Oscar and the Six Trash Cans' and 'What's Different?' all sound like the kinds of games and activities you'd expect in a workbook from the Children's Television Workshop, the producers of "Sesame Street." But Sharing the Street: Activities for All Children is no ordinary activity book.

It is a collection of games and activities designed to give young children with special needs experiences which, like Sesame Street, will be fun for them and help them to learn a variety of skills. What's more, Sharing the Street provides activities all children can do.

And that's the basic thrust of Sharing the Street -- to provide a natural integration into the fun at home and at school for children with hearing or visual impairments, mental retardation and other physical or learning disabilities.

The book was written for teachers and parents with little or no knowledge of special education and will serve as an additional resource for individuals with training and experience in the field.

"Sharing the Street is designed to help children with special needs to successfully interact with their siblings, friends and classmates," says author Barbara Kolucki of CTW's Community Education Services Division. "We think this will be particularly helpful to teachers -- especially those in Headstart, daycare,

nursery, kindergarten and elementary public school classes -- who have a legal mandate to include certain disabled children in regular classrooms. Many of these teachers are finding they need special materials and additional training to help them make mainstreaming a rewarding experience."

Sharing the Street suggests numerous adaptations to games and activities to provide for mainstreaming of children with a variety of disabilities.

'Land on Sesame Street' is a classic game in which children learn geometric shapes. Here, it is adapted so that all children can play, including those with limited mobility.

Visually-impaired children can participate in games like 'The Broken Letter Shop' if sand or other grainy materials are glued to the letters. Several suggestions are given for making inexpensive "sound-balls" to enable these children to join in tag or ball games such as 'Big Bird's Egg.'

'Oscar's Vibrating Trash Can' is a music and dance activity that does not depend solely on sound.

An entire section is devoted to games that teach an appreciation of differences. 'Cookie Monster Has Problems' is designed to help all children learn reasoning, problem-solving and self-help skills. But it goes beyond that by helping children to experience what it is like to have limited or no use of different parts of the body. Cookie Monster has to eat a cookie with a sore mouth and has to dress himself with only one arm after he gets the other one stuck in a cookie jar.

"Professionals who have used these games with children at a number of institutions tell us that the variety in complexity of the activities and their adaptations assists them in adapting the games for children with a wide range of abilities. Hopefully all children will grow both in their skills and their attitudes by playing them," Ms. Kolucki says.

A Mainstreaming Aid -- 3/

During the 1975-76 broadcast season, children with special needs were included on a weekly basis on Sesame Street. The show's curriculum was expanded in a formal attempt to meet the educational needs of this audience.

Children with physical disabilities and mental retardation now appear regularly on the show. Deaf actress Linda Bove is a full-time cast member. Members of the Little Theatre of the Deaf and other disabled entertainers often appear as guests. Live-action films of disabled adults performing everyday activities and varied occupations are included to familiarize children with their lifestyles and to help counter negative stereotypes.

Sharing the Street is arranged into chapters on sight, sound, feel, sight/feel and sound/feel to facilitate the book's use by those concerned with disabilities specific to these areas. The section of activities designed to develop sensitivity in everyone to the special abilities and needs of a great variety of people also is an important chapter of this manual.

Illustrations as well as the activities in Sharing the Street include children with special needs as they would be included in any family or neighborhood group.

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SHARING THE STREET

ACTIVITIES FOR ALL CHILDREN

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Sesame Street: A Growing Community

By Joan Ganz Cooney

From its beginning, *Sesame Street* has worked hard to present a microcosm of contemporary society to its young viewers. The residents of the street, by design, have come from varied backgrounds and represent the many cultures that make up our country. An important goal of *Sesame Street* is to help children develop attitudes that destroy the narrow stereotypes of those who are different from themselves. In recent years, we have added new and important people to the world of *Sesame Street*. It is estimated that some eight million American children live with some kind of disability. We realize the importance of including on "the street" people who differ from what our society narrowly labels as "normal."

And so, since 1975, the population of *Sesame Street* has grown to regularly include children and adults who are defined as disabled. Children with mental retardation and children with physical and sensory disabilities live on *Sesame Street* as they would live on any street, participating in the action to their fullest capabilities. The Little Theatre of the Deaf appears regularly on the show, and one of its members, Linda Bove, who has been appearing on the show since 1972, has become a permanent resident of *Sesame Street*. The show's live action films regularly depict people with special needs.

Children and adults with special needs were integrated into the population of *Sesame Street* in order to present our young viewers with a more accurate and richer representation of the world in which they live. Recognizing the special needs of disabled people imposes a special responsibility on us all. On *Sesame Street*, we try to be more creative and use all of the resources available to us to help all children reach their full potential.

The members of *Sesame Street*'s Community Education Services Division are dedicated to spreading the lessons of *Sesame Street*. In creating "Sharing the Street" they have provided a book that will help all children to make the most of their abilities. Our book's aim is to help children with special needs to mainstream not only in school, but in life as well. The activities in "Sharing the Street" are designed to help children with special needs acquire new skills and expand their talents. By sharing these activities—with their parents, their siblings, and their friends—these children will enrich their own experiences. And when they do that, they will enrich us all as well.

A Note About Sesame Street

Sesame Street. Children respond instantly and enthusiastically to these two words. *Sesame Street* means many things to them. On "the street" they see Big Bird, Bert and Ernie, Susan, Linda, Bob and all their other special friends. They see films of animals and places they never knew existed. They see people working together, sharing ideas and problems and helping one another throughout the day. And they see children, like themselves, learning, laughing and playing together.

Sesame Street was developed in 1969 on the then-revolutionary theory that the same qualities which attracted children to television commercials—repetition, humor and "catchy" tunes and phrases—could be used to teach them basic learning skills and concepts. Entertaining production techniques were combined with simple instructional principles to produce a show that would be fun for children to watch and at the same time help prepare them for school. The idea—fusing learning and entertainment—worked amazingly well and *Sesame Street* is now widely regarded as a television show of the highest quality and a valuable educational tool.

Sesame Street is populated by live performers and some very unique and now famous puppet characters known as "The Muppets." These "residents" and many guest "visitors" illustrate a community much enriched by its diversity.

On "the street" are people of different races, backgrounds and cultures, people who speak different languages, express different points of view and display different talents and abilities. The positive portrayal of each of these individuals helps the equally diverse *Sesame Street* audience relate more easily to the program and learn to appreciate the variety of people around them.

The *Sesame Street* Muppet characters add immeasurably to the program's appeal to children. Perhaps this is because each of them displays qualities and feelings so familiar and unique to children. All children have "prized possessions," similar to Oscar's junk, that no one else can see the value of. And all children have felt at one time or another the same frustration Big Bird does when he wants to do something so much, but simply doesn't know how.

Each of the many short segments which make up a *Sesame Street* show teaches one or more instructional goals. The program's educational content includes the lessons traditionally associated with preparing children for school such as letters, numbers, shapes and simple words, and those which deal with children's relationship to others such as sharing and cooperation. *Sesame Street* also helps children learn how to function in their world by teaching them about themselves—their bodies and minds—and the environment and people around them. One of the most important goals of *Sesame Street* is to encourage children to develop feelings of pride and self-esteem—to feel good about being themselves.

During the 1975–76 broadcast year, some new faces appeared on "the street." Children with special needs, many of whom were already watching *Sesame Street*, were included regularly on the show. Also, the *Sesame Street* curriculum was expanded in a formal effort to meet the educational needs of this audience.

The new segments, presented as part of each Wednesday's program, showed children with mental retardation participating in physical activities together with non-retarded children, and included simple educational lessons. For example, a segment might show children playing hopscotch and counting the squares as they jumped. These initial efforts were modeled on the "Families Play to Grow" program of the Joseph P. Kennedy, Jr. Foundation, which uses physical activity to foster the cognitive and motor development of children with mental retardation.

As with most other *Sesame Street* goal areas, this experimental programming has changed since its inception. The focus is still on physical activity, but more of *Sesame Street's* curriculum goals are being taught within the segments. In addition to children with mental retardation, children with other special needs now appear on the show. Live-action films of disabled adults performing everyday activities and varied occupations are included to familiarize children with their lifestyle and to help counter negative stereotypes.

Linda Bove, from The Little Theatre of the Deaf, who appeared often as a guest on the show, is now a member of the cast. Her presence on *Sesame Street* provides a positive model for children with special needs and helps all children see an individual who is deaf as an independent and valued member of the community. Linda demonstrates that individuals with a particular disability, because of it, can often do certain things better than anyone else. In a lighter illustration of this point, Linda's ability to communicate silently makes her the only person who can pass a trick test Oscar has devised—to recite a "tongue twister" with a mouth full of crackers. Linda "recites" the sentence in sign language.

Sharing the Street was created to give children with special needs experiences which, like *Sesame Street,* will be fun for them and will help them learn a variety of skills. **Sharing the Street** draws upon the enormous appeal of *Sesame Street*—something all children can enjoy. The illustrations and activities contain *Sesame Street* imagery to provide extra fun and motivation for children as they engage in learning experiences.

How To Use Sharing The Street

Sharing the Street contains a broad selection of sensory experiences, important in every child's development. Each activity, in addition to providing sensory stimulation, teaches one or two learning skills. The book was designed for a broad range of disabled children—children with limited or no vision, hearing or speech; children who learn slowly; children with limited mobility—and for very young children.

Sharing the Street is for parents, teachers and others who work with disabled children. It was written for the individual with little or no knowledge of special education and will serve as an additional resource for the educator with training and experience in the field. The activities can be conducted in day care centers, family day care homes, schools and other group settings, or at home with one or just a few children. Whether your group is composed entirely of disabled children or includes non-disabled children as well, all will be able to enjoy and participate equally in these activities. At home, most of the activities are suitable for an individual child, but it may be fun for brothers, sisters or other family members to join in some of them.

The book is divided into six chapters—sight, sound, feel, sight/feel, sight/sound/feel and sensitivity. The activities are grouped by the primary sense or senses required to perform them. The last chapter—sensitivity—combines the use of all senses in activities which focus on helping children realize what it means to be disabled and increase their understanding of others.

Children learn by using their senses. Some learn with all and some learn without the use of one or two. It is important for children to be provided with experiences that stimulate their senses and for the experiences to be as varied as possible. The activities in this book will provide children with practice and diversified experience in using the senses they rely on. They will also give children practice in using those that are less developed.

Every child is unique. Each has different needs, likes, dislikes and abilities. You know your child or group of children best. We hope you will find most of these activities suitable for your child or children and that they will serve as a springboard for your own creative additions, adaptations and discussions.

In presenting the activities, we have used a format to help you readily identify different information. On the opposite page we have listed the sections you will find in every activity and a brief explanation of what each will tell you. This information should be read carefully before beginning to use the book.

We hope you have fun with these activities and enjoy "sharing the street" as much as we have enjoyed sharing it with you.

Purpose

This section contains a brief statement of what children will learn or experience.

Sesame Street Goals

In addition to providing sensory stimulation, each activity teaches, directly or indirectly, one or more educational lessons based on the *Sesame Street* curriculum. If you are using the book together with the broadcast, the *Sesame Street* goals will help you choose activities to reinforce segments seen on the show with the same lesson. You may find *Sesame Street Script Highlights* (see inside back cover), particularly helpful in identifying the instructional goals for the segments on each day's show.

Illustration

Most activities involve the use of one or more illustrations in this book. Some illustrations are used for more than one activity. Also, if you are working with a group, some require that each child have his or her own copy. For these reasons, we suggest you make numerous copies of the illustrations, especially of the character masks, before starting to do the activities. The illustrations will reproduce very nicely on a copying machine, but they can, except for the more detailed drawings, also be traced. You or your children may want to color in, with paint, magic markers or crayons, some of your copies of the character masks to make the games more fun. We have included a color key on page 74 to help you do this.

Materials

All the items you will need to conduct an activity are listed in this section. Most of them are inexpensive and easy to obtain. For some of the more difficult items, we have tried to provide alternate suggestions. If you skim the activity before gathering the materials, you may be able to come up with substitutes of your own.

Activity

The activities in this book range from simple to complex. Some of them may be too difficult for certain children. We suggest that you read the activities thoroughly in selecting appropriate ones for your children. You may find that eliminating one or two elements of an activity is all that is needed to make it suitable.

Adaptation

Since the activities in this book were written for a wide range of children, some of them pose difficulty for children with particular special needs. To compensate for this, we have included adaptations for as many of the activities as possible. These are suggestions which alter the activity to allow the participation of children who would ordinarily be unable to play. For example, in "The Broken Letter Shop" children put together cardboard letter parts to make whole letters. The adaptation for this activity is to texturize the cardboard with grainy material so children with limited or no vision can participate.

Variation

Many of the activities have one or two suggested variations. These make the games a little different and in some cases, more difficult. You may find the variations helpful when you have done an activity several times and your children have become proficient in the exercise. The variation will allow you to repeat essentially the same lesson but hold the children's interest by altering or adding a new element to the original activity.

Help Ernie Find His Friends

Purpose

To give children experience finding hidden pictures and objects and to help them learn to concentrate.

Sesame Street Goals

Finding hidden figures, looking closely

Illustration

Ernie in the Park: see p. 9

Materials

Paper bags, clear plastic bags, one object, e.g., a ball, crayons or magic markers

Activity

- In the park illustration, *Sesame Street* characters are playing hide-and-seek. Ernie has to find the others. Have the children help Ernie find as many of his friends as possible. (There are eleven friends all together.)

- Once the children find all of the characters, they can color in the picture.

- Children can play a similar hide-and-seek game using paper bags. Place two or three bags in front of the children and let them see you put an object, like a ball, in one of them. Move the bags around and ask the children to try and keep their eyes on the bag with the object in it. After mixing up the bags, stop and ask the children to identify the one which contains the hidden object. (If the children are having trouble with this activity, use plastic bags until they become proficient in following the bag with the hidden object.)

Variation

- The children can pretend they are Ernie and his friends. Blindfold the child who is playing Ernie and tell everyone else to hide. Ask the friends to make soft noises to give "Ernie" clues as to where they are hiding. Children can wear masks of *Sesame Street* characters to make the game more fun. (See pp. 74-85.)

Ernie in the Park

The Flashlight Game

Purpose

To develop skill in eye movement and visual tracking by using flashlights to follow objects and maneuver in the dark.

Sesame Street Goals

Looking closely, recognizing letters and numbers

Illustration

Big Bird Mask; see p. 75

Materials

Flashlights, tape, chalk, chalkboard, wagons (optional)

Activity

- Discuss with the children the fact that a flashlight shines in the dark to light the way. Let them experiment with a flashlight in a dark room using it to help move from one point to another. Depending on how well the children do in the dark, place obstacles in the room for them to maneuver around.

- One child can focus the flashlight on a spot in the room. Other children can point or run to that spot. Have the children take turns using the flashlight.

- Draw two lines, either curved or straight, on the chalkboard to symbolize *Sesame Street*. Explain to the children that they are just pretending it's *Sesame Street*. Place a picture of Big Bird (or any other character) at one end of "the street." Beginning at the other end, have children follow the lines until they shine the "spotlight" on Big Bird. The *Sesame Street* path can also be made on the floor with masking or fluorescent tape.

Adaptation

- For children with limited mobility, flashlights can be attached to the arms of wheelchairs to resemble "headlights." You can have all children participate in this "mobile version" of the activity by putting some children in wagons while others push.

Variation

- Flashlights can be used to trace letters or numbers written on a chalkboard. Children can shine the light on the letters in a word or a sight phrase. (See page 16 for list of *Sesame Street* sight words and phrases.)

Talking Without Words

Purpose

To experiment with different types of visual communication; e.g., sign language, secret written codes, body language and pictures, to illustrate that people "speak" in many ways.

Sesame Street Goals

Using symbols

Illustration

Manual Letter and Number Signs; see p. 13

Materials

Magazine party pictures

Activity

- Tell the children the following story: "Big Bird is planning a party for Mr. Hooper, and he wants it to be a surprise. Since Mr. Hooper is around all the time, Big Bird asks his friend Linda to teach him sign language so he can "talk" to the others on *Sesame Street* without Mr. Hooper hearing about the party. Linda, who is deaf, teaches Big Bird some manual signs."

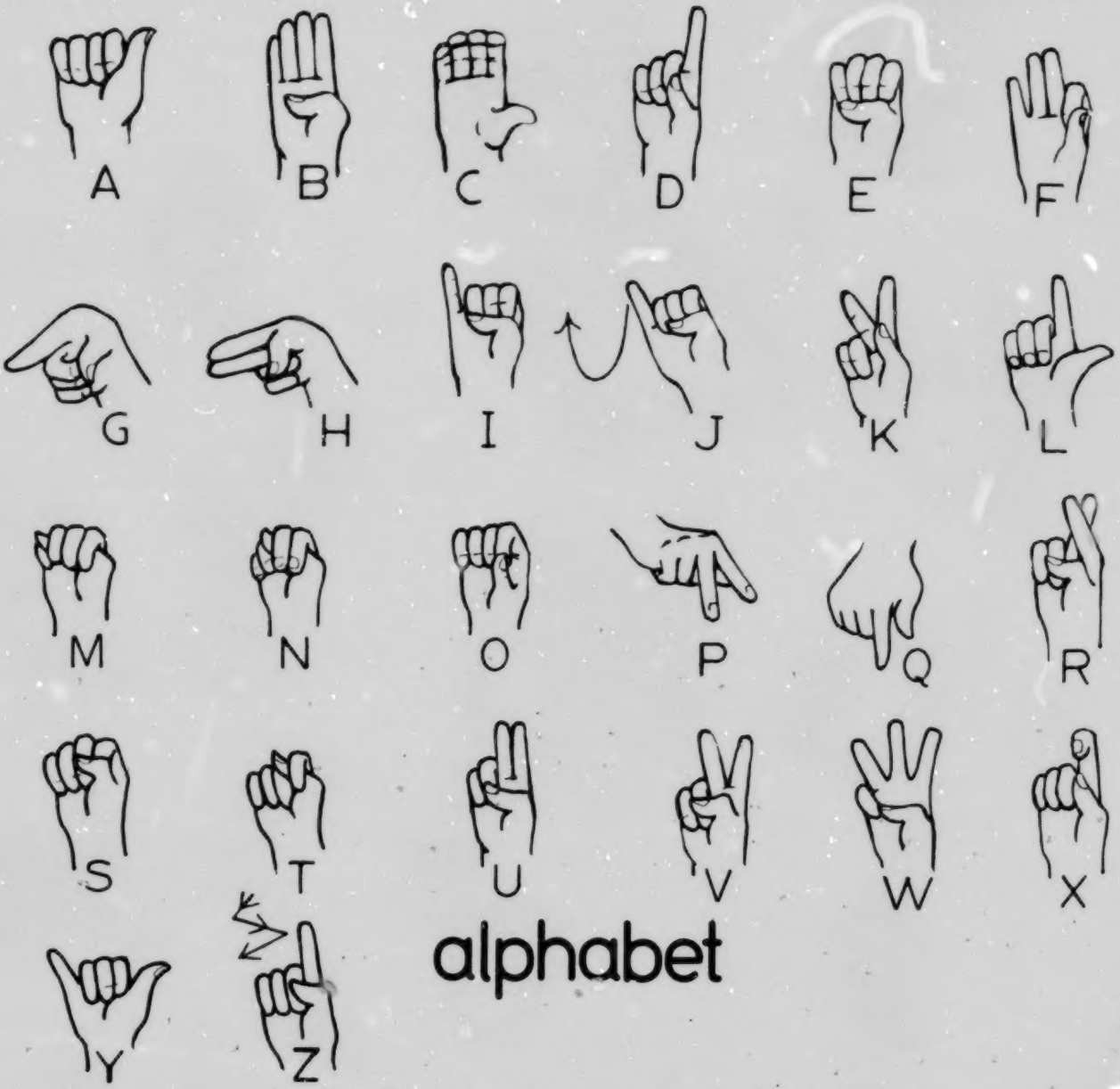
- Depending on the children's ability, use the suggested illustration to teach them to finger spell one word like "party" or a phrase like "surprise party for Mr. Hooper." If this is too difficult, write the word "PARTY" on a slip of paper, review the word with the children and let them pass it around.

- "Ernie doesn't remember all of the manual signs so Big Bird has to tell him about the party some other way." The children can act-out the message for Ernie, using hands and facial expressions.

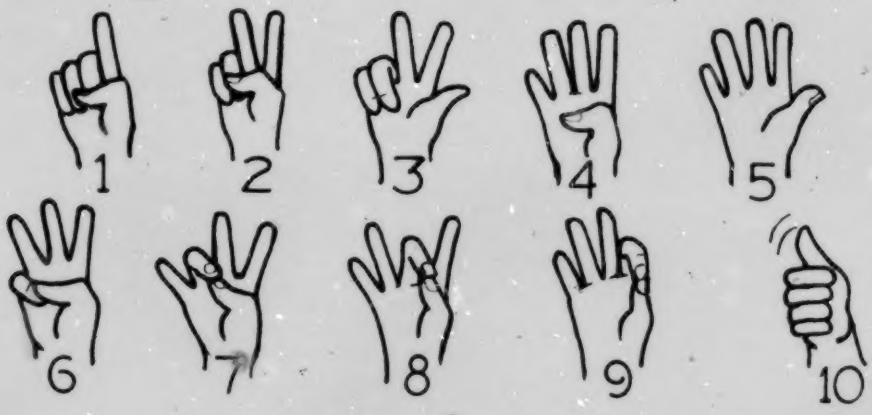
- "Big Bird wants to tell David about the party but they are in Mr. Hooper's Store." Have the children find party pictures from magazines which Big Bird can use to let David know about the party, or have children draw their own pictures.

Variation

- Children can learn a few letters or the whole alphabet in manual signs, depending on their ability. They can accompany the alphabet song with manual signs.



alphabet



numbers

Manual Letter and Number Signs

21

Shadow Play

Purpose

To practice motor skills, using single body parts as well as the whole body, by experimenting with shadows.

Sesame Street Goals

Experimentation, body parts

Illustration

Manual Letter and Number Signs; see p. 13

Materials

Overhead projector or lamp, chalk, paint, paper, string

Activity

- Darken the room by lowering shades or curtains or placing heavy cardboard painted a dark color over the windows. Use an overhead projector or lamp (high intensity if possible) as a light source for "shadow play."
- Have children sing and perform finger play songs while casting shadows with their hands, e.g., "Where Is Thumbkin?" Or have some children try to make letters or numbers in sign language and others try to identify them. Children can make animal silhouettes against the walls or play more advanced games like charades.
- By moving closer to or farther away from the light source, children can change their size in an instant. By taking turns moving forward or backward, the smallest person can become the tallest and vice-versa. Ask the children questions such as: "What size would you like to be?" "How do you think you would feel if you were very big?" "How would you feel if you were really small?"
- Children can move freely, creating various images with their bodies, either individually or in groups. They can become mountains, trees, trains, etc. They can move to music of various tempos and moods. This will help children who have difficulty expressing themselves verbally express themselves physically. Ask questions such as: "How would you feel if you were up in a tree?" "Which car of the train do you like best?" "Why?"
- As one child's body casts a shadow, have another child draw the outline of the shadow on a large piece of paper. Later, children can hang the outlines, color and cut them out. Staple two outlines together and stuff them with newspaper so children have puppets of themselves. Use these puppets to teach body parts, to enhance self-concept or to put on puppet shows.

Variations

- Children can pretend to be puppets by letting parts of their bodies go limp. Attach strings to their ankles, wrists, elbows and knees. Have other children act as puppeteers by standing on stools or chairs and moving the strings. Let the children take turns being puppets and puppeteers.
- Place a large piece of paper on the floor or wall. Children can paint the palms of their hands or soles of their feet with vegetable dyes or tempera paint and make hand or footprints on the paper. Children can compare similarities and differences of the prints or follow in each other's hand or footprints.

Next To Who?

Purpose

To teach children the concept of "next to" by hanging pictures next to one another.

Sesame Street Goals

Relational concepts, matching, recognition of numbers, letters

Illustration

Sesame Street Character Masks; see pp. 74-85

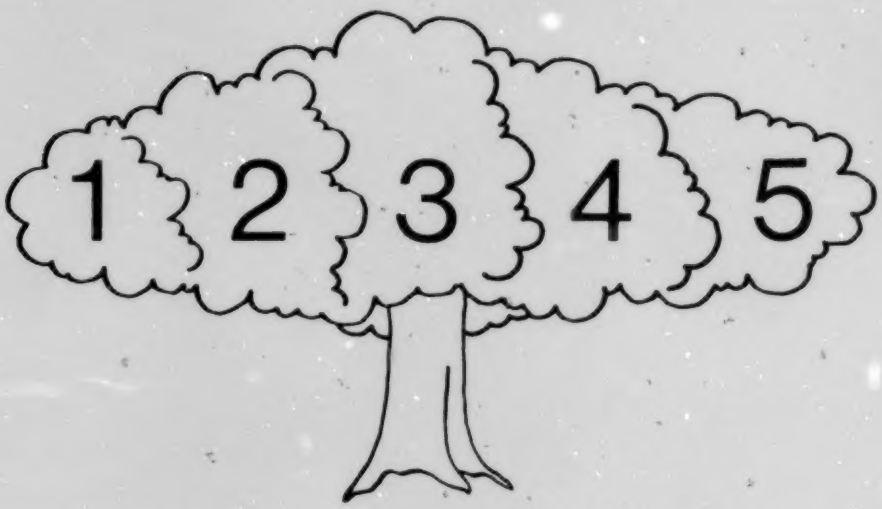
Materials

Chalkboard, chalk, large paper or posterboard, masking tape, magic marker

Activity

- Using any of the materials suggested above, make two large trees and divide them into sections (see illustration). Make sure your trees are big enough to accommodate the *Sesame Street* masks. The number of sections drawn should be based on the children's ability.

- Hang the trees or lay them flat on the ground. Make two copies of each picture. Fill one of the trees with the character masks—one picture on each section.



- Have children sit facing the two trees. Distribute among the children copies of the pictures which appear on the full tree. Review the pictures on the full tree, from left to right, e.g., "Grover is on one end of the tree, *next to* Grover is Ernie, *next to* him is the Count," etc. Stress the words "next to" so children notice the positional relationship. Then place the first picture on the empty tree. Have the children put the rest of the pictures on the tree one by one until both trees match.

Next To Who?

Variation

- Instead of using pictures for this activity, use numbers, letters, geometric forms, or words from the *Sesame Street* sight word list.

English Sight Words

bus
danger
exit
no
yes
me
stop
open
close(d)
school
street
telephone
walk
hot
cold
in
out

Spanish Sight Words

cerrado (closed)
abierto (open)
salida (exit)
agua (water)
policia (police)
bienvenido (welcome)
entrada (entrance)
yo (I)
casa (house)
peligro (danger)
damas (women)
caballeros (men)

Bert and Ernie's String Band

Purpose

To learn to hear the differences among sounds by experimenting with homemade musical instruments.

Sesame Street Goals

Listening carefully, experimentation

Illustration

None

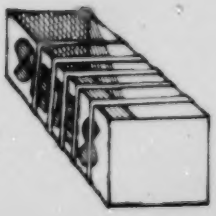
Materials

Eight glasses, water, stick, shoe box, rubberbands of varying widths

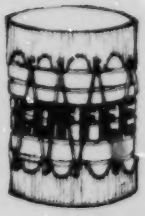
Activity

- Tell the children the following story: "Bert and Ernie want to start a music group, but they don't have any instruments. So they decide to make their own xylophone, banjo and other instruments. You can make your own instruments, too."

- **Xylophone:** Fill eight glasses with water to various levels. Discuss with children the terms full, empty, more and less. Have them tap the glasses with a stick and listen to the different tones. Let them play "notes" from low to high pitches. Demonstrate how adding or subtracting water from the glasses will alter the pitch.



- **Banjo:** Stretch rubber bands around a shoe box. Adjust the size of rubber-bands to ascending pitch. (The thicker the rubber band, the lower the pitch will be.) Pluck each "string" and discuss both the sound and vibration made. Ask, "Is the sound high or low?" "Do you see the rubber band moving?"



- Have children make these instruments, as well as any others you can think of: paper towel tube horn, oatmeal box or coffee can drum, maracas made with beans and two paper cups taped together, pot lid cymbals.

- Have children experiment with their band. They can play notes fast, slow, loud, soft, pluck every other string or play their own special rhythm. They can also play two notes at a time, strum all the strings at once, etc.

Big Bird's Radio Station

Purpose

To acquire skill in discerning sounds by making and listening closely to a variety of sound effects.

Sesame Street Goals

Sound identification, experimentation

Illustration

None

Materials

Tape recorder, sound toys, combs, waxed paper, strawberry boxes, coconut halves, cookie sheet, sprinkling can (see other suggestions under activity)

Activity

- Tell the children the following story: "Big Bird has decided that since everyone else on *Sesame Street* has a job, he should have one too. He decides to start his own radio program. Since Big Bird doesn't have a lot of money, he must make up his own stories and create sound effects instead of using records."

- Have children help Big Bird create his radio program. They can make up stories using these titles and any others you can think of:

  "Big Bird's Marching Band"
  "Big Bird is the Fireman on *Sesame Street*"
  "The Big Thunderstorm on *Sesame Street*"

- Have children create homemade sound effects to use with Big Bird's Radio Program. E.g., waxed paper being crumpled and strawberry boxes being ripped apart sound like fire, coconut halves tapped in a sand box sound like horse hoofs, a cookie sheet shaken like a rug sounds like thunder and water dripping on metal sounds like rain.

- Have children experiment with as many materials as possible that make sounds. They can play real or toy musical instruments, squeeze toys that make sounds, blow homemade (comb and waxed paper) and store-bought whistles, turn wind-up toys or music boxes, etc. Encourage them to make sounds that are fast, slow, loud, quiet, etc., and help them note the differences among the sounds.

- Help children make an audio recording of sounds they hear at home, at school and around the neighborhood, e.g., a tea kettle whistling, doors closing, paper rustling or someone biting into an apple. They can also make "funny" sounds by whistling, coughing, clicking lips and snapping fingers into a tape recorder.

- Put out a variety of materials for the children and let them experiment and invent their own sounds, e.g., paper cups, utensils or pencils. Ask the children what the sounds remind them of.

Big Bird's Egg

Purpose

To experience and practice relying on sound instead of sight to play catch, baseball and other games.

Sesame Street Goals

Listening carefully, exercise

Illustration

None

Materials

Whiffle or sponge ball, sound attachment for ball (see suggestions below), bells

Activity

- Place a sound attachment on a ball and call it "Big Bird's Egg." This can be done by taping or tying jingle bells or similar items to a ball. Children will then be able to follow the direction of and locate the ball by listening to the sound it makes. Blindfold the children. Tell one child to throw the ball, and the child who reaches the ball first to throw it again. Children can play catch and baseball or they can sit in a circle and roll the ball to each other.

- Experiment with different types of "sound balls." Here are some suggestions.

  A small wind-up music toy inserted into an egg-shaped container that nylon stockings are sold in. Tape will hold the container together.

  Battery operated toys found in many novelty shops which simulate sounds like laughing or crying. These devices have switches that turn the sound on and off.

  Products sold by commercial distributors for people who are blind. One resource for these might be your local telephone and telegraph company.

  Playing balls sold commercially with bells or other sound instruments inside. These are usually balls for infants and toddlers, or dog toys.

Variation

- Bells can be attached to children's feet or other parts of their bodies. Wearing blindfolds, they can play tag by listening for and following the sound of the bells.

Sesame Street Secrets

Purpose

To practice listening and memory skills and to help children learn how distance and volume determine when and how well messages are received.

Sesame Street Goals

Listening carefully, remembering

Illustration

None

Materials

Cardboard tubes

Activity

- Have the children work in pairs. Give one child in each pair a paper towel tube. Then ask the children this question, "If you could be any place on *Sesame Street*, where would you like to be?" (Suggested answers: Mr. Hooper's Store, Big Bird's Nest, Bert and Ernie's Bedroom, the swinging tire on *Sesame Street*, etc.) Children should think of a place they would like to be and keep it secret.

- Ask the child with the tube to stand at one end of the room and whisper his or her secret through the tube to the child at the other end of the room. The child without the tube can then try to guess the "secret," moving closer one step at a time until he or she clearly hears what is being said. He or she can then share the secret with another child in the same manner.

- Here are some other questions you can ask:

  Who would you like to be?
  What letter are you thinking of?
  What shape are you thinking of?

- Have the children sit in a circle. Tell one child to think of a secret and give him or her the tube. The tube can then be passed around the circle as each child takes a turn whispering the secret to the child next to him or her. Ask the last child to recite the secret out loud. See if it's the same as the original one.

Adaptation

- To include children with limited motor control, you can pass the tube from child to child by yourself during the game.

What Does It Feel Like?

Purpose

To explore and discuss the way different objects and sensations feel.

Sesame Street Goals

Experimentation, body parts, exercise

Illustration

None

Materials

A variety of materials which have distinct tactile qualities (see suggestions under activity)

Activity

- Gather a variety of materials for children to experiment with and experience what each one feels like. Let the children use their hands to feel different things such as rubber bands, clay, foods which can be handled, finger paints, squeeze toys, feathers and rocks. Discuss the differences and similarities of the material, and the qualities which help children to identify them. Some key words to include in your discussions are: soft, hard, cold, bumpy, sticky, smooth, light and heavy.

- Have the children walk barefoot on different surfaces and objects, e.g., grass, sand, water, tile, pavement, tires and rubber bands.

- Children can experiment with varied sensations, e.g., swinging on a swing, sliding down a slide, standing in front of a blow dryer or fan, walking through a field of tall grass, crawling through a narrow tunnel, floating in a swimming pool or having an object placed on top of them.

- Using a rolling pin, children can hold both handles and roll it, with small and large arm movements, on the floor, on a table or on the wall. Two children can roll the pin together, each holding one handle. Children can also roll the pin over materials such as clay, walnuts or leaves.

- Tell the children to close their eyes. Place different objects in their hands and have them guess what they are, e.g., rice, rocks, paper clip, soft paint roller, plush toy or sandpaper.

Adaptation

- Children with physical disabilities can experiment with and feel some of the materials with other body parts such as elbows, knees or shoulders. For very young or severely impaired children, you can rub some of the materials against their arms, hands or legs.

What's This?

Purpose

To identify pictures using the sense of touch by following hole-punched outlines.

Sesame Street Goals

Recognizing differences, experimentation

Illustration

Sesame Street Character Masks and Puzzles; see pp. 74-85, 49-53

Materials

Sharp, pointed object, e.g., a pencil, crayons, glue, coffee grains, rice, sand, salt

Activity

- Using a pencil or any other sharp, pointed object, punch holes along the outline of any of the pictures suggested above. The holes should be no farther than one-quarter inch apart. Blindfold the children and give each of them a picture. Have them try to describe the pictures by following the punched outline with their fingers.

- Have the children try to color the inside of the picture, while blindfolded, using the punched holes as a guide. If this is too difficult, they can color the picture without blindfolds, with the punched holes still used as a guide.

Adaptation

- Children who do not have use of their fingers can try to trace outlines of the pictures using other parts of the body, such as elbows, toes or heels.

Variations

- Glue sand, salt, rice, coffee or any other material with texture on the character masks or the puzzle pictures. Blindfold the children. Have them feel the textured picture and try to describe it.

- Glue textured materials on different face or body parts of the pictures. E.g., on the Ernie mask, glue rice on his eyes, macaroni on his hair and a button on his nose. Then talk with the children about the functions of face and body parts as they feel the pictures.

Touch And Match

Purpose

To identify and match materials of different shapes and textures using the sense of touch.

Sesame Street Goals

Matching, geometric forms

Illustration

Sesame Street Cards, see pp. 25-29

Materials

White glue or rubber cement, large coat box, strips of cardboard or balsa wood, scissors; *Soft materials*: Cotton balls, lint from a clothes dryer, velvet, fur, feathers; *Hard materials*: rock, wood, bottle cap, piece of metal; *Bumpy materials*: sand, gravel, coffee grains, macaroni, sandpaper, beans; *Smooth materials*: metal foil, silk cloth, waxed paper

Activity

- Make a cardboard tray using the top of a coat box (approximately 16" x 24" and one inch deep). Divide the box into twelve sections using either strips of cardboard or thin wood as partitions. Make each section large enough so that a *Sesame Street* card can fit into it. Glue one soft, hard, bumpy or smooth item in each of the partitions. Review the materials with the children.

- Blindfold the children and give each of them a *Sesame Street* card. Give directions such as: "Place your card on a bumpy surface." "Place your card on a soft surface." Have them feel the sections until they find an item of the texture you mentioned. Continue giving directions until all of the sections are full.

- Glue one of the suggested pieces of materials on a corner of each of the *Sesame Street* cards. Give each child a card. While blindfolded, let them feel the texture on the card and place it in the corresponding section in the tray.

- In the right hand corner of each of the *Sesame Street* cards, there is a geometric shape. There are six shapes—circle, square, rectangle, triangle, diamond and star. Have the children remove their blindfolds. Name one of the shapes and tell them to match a given shape with one texture. Give directions such as: "Match the circle with a bumpy material." "Match the diamond with a soft material."

Adaptation

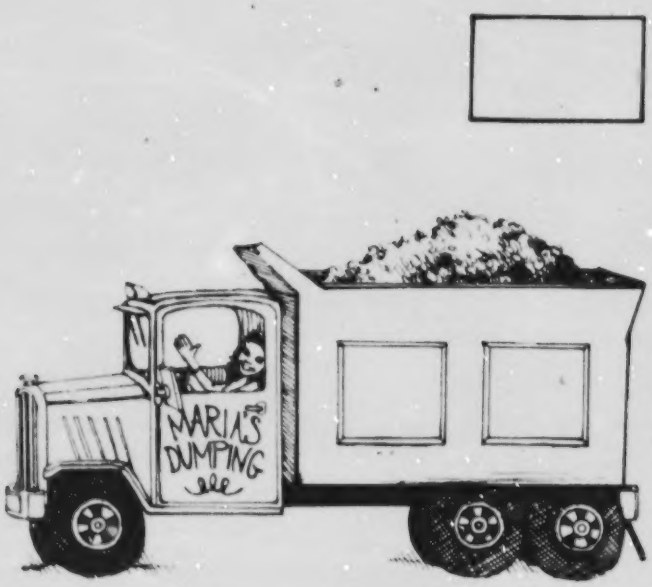
- For children with limited or no vision, punch holes around each of the shapes on the *Sesame Street* cards. Have them identify the shape as they run their finger over it. Then name an item on the tray and have them place the card in the corresponding section.

Variation

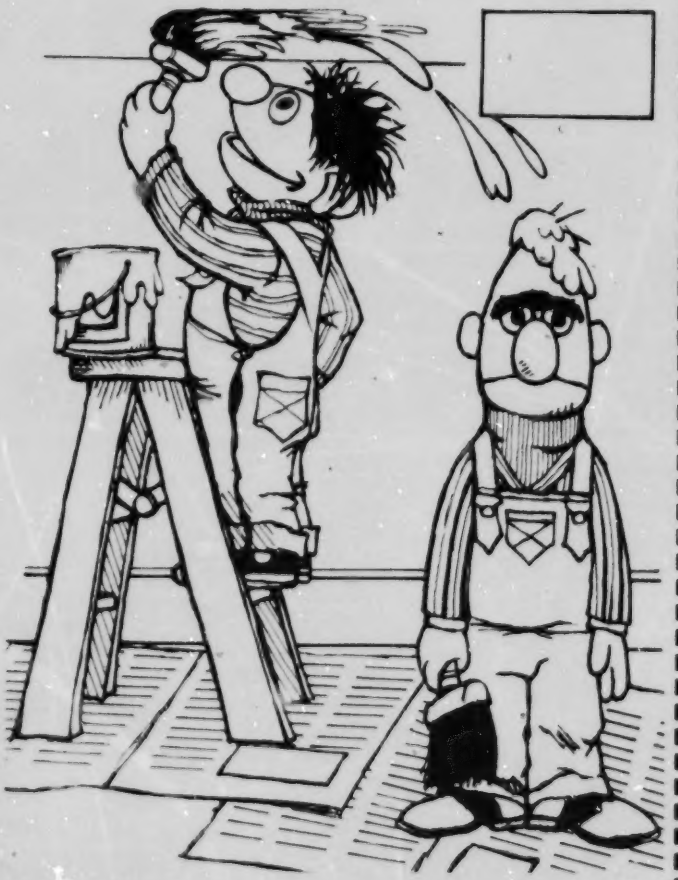
- You can duplicate a set of the *Sesame Street* cards. Place one card in each section of the tray. Give the children one of the cards and have them look for and place it on the matching card.

STOP

2


MARIA'S
DUMPING

Sesame Street Job Cards



Sesame Street Job Cards

FOR
U.S. MAIL

Sesame Street Job Cards

37

What's Hidden In Oscar's Trash Can?

Purpose

To practice identifying objects using the sense of touch by feeling items without looking.

Sesame Street Goals

Property identification, matching

Illustration

None

Materials

Large can or paper bag; two each of objects such as apples, pens, pencils, socks, toy cars, etc.

Activity

- Pretend that a can or paper bag is Oscar's Trash Can and hide an object in it. Have a child reach in and feel the object without looking, name its characteristics and try to identify it. Then have the child pull out the object to check the identification. Give every participant a chance to do this, using a different object each time.

- Hide several objects in the can. Place a set of identical objects on a tray near the child. Have the child feel an object in the can, point to the identical object on the tray and then pull the object out of the can to see if his or her response was correct.

- Place a set of objects on a tray near the child. Put a similar set of objects in the can. Have the child select from the tray the object that he would like to find. Then ask him or her to reach in and find the same object in Oscar's Can. So that each child can succeed, vary the number of objects in the can at one time according to the children's ability.

Variations

- Talk with the children about the categories in which different objects belong. E.g., apples, oranges and bananas are fruits, pens and pencils are writing utensils, and gloves and socks are clothing items. See if they can think of other things that belong to these groups.

- Put objects in the can which can be identified by their sounds. Make the sound of one of the items; e.g., "choo-choo" for a toy train or "beep-beep" for a toy car, and have a child reach in an find the corresponding object.

The Brush Off

Purpose

To feel various sensations made by homemade paints and brushes.

Sesame Street Goals

Experimentation

Illustration

None

Materials

Paint, string, food coloring, soap flakes, toothpaste, hand lotion, laundry starch, pudding, straw, grass, pencils, rags, hairbrush, toothbrush, drawing or finger-painting paper

Activity

- Ask the children to think of as many things as they can that are brushed. Personal functions should be stressed first, e.g., brushing teeth, hair, clothes and shoes. Then prompt the naming of other objects; e.g., houses, pictures and animals, which are brushed in one way or another.

- Have the children make their own brushes using materials such as straw or rags bound to a pencil with a string tied tightly around the top. You can make paint by combining food coloring and water with soap flakes, hand lotion, laundry starch, pudding or corn starch. Children can experiment painting with various brushes to see which works best. Talk to them about how the various sensations feel, e.g., "Does it feel gooey?" "Sticky?"

Variation

- Make several colors of paint and have the children paint old boxes, make paper murals and create their own pictures. Discuss how colors blend together to make other colors. Demonstrate this with food coloring or finger-paints by mixing red and yellow to make orange, red and blue to make purple, and yellow and blue to make green.

What's Oscar Eating?

Purpose

To practice using the senses of taste, smell and touch to identify and match foods.

Sesame Street Goals

Experimentation, matching

Illustration

None

Materials

Two of each of the following: apples, oranges, bags of peanuts, bags of sunflower seeds, cookies, pieces of bread, etc., plates

Activity

- Put an assortment of food items on one plate for children to see. On another plate put bite size pieces of the same items. Blindfold the children and let them taste the small pieces, one at a time. After they sample an item have them remove the blindfold, describe the taste and identify the matching item on the first plate. Ask them which of the *Sesame Street* characters might really like the food, e.g., cookies for Cookie Monster or seeds for Big Bird. Discuss with the children that a combination of senses (sight, smell and touch) help to tell us what it is that we are eating.

- Children can also experiment with the way different foods feel. With or without the blindfold they can make hamburgers, knead dough, shred lettuce, squeeze lemons, peel bananas, shell peanuts and crack eggs.

Adaptation

- Children who have difficulty chewing can taste soft foods with different textures and characteristics. Foods in this category include peanut butter, ice cream, cotton candy, jelly, soft boiled eggs, applesauce, cream of wheat, pudding, jello, mashed potatoes and mashed vegetables.

Oscar's Vibrating Trash Can

Purpose

To experience "feeling" vibrations and to help hearing children understand how people with impaired or no hearing can participate in music and dance activities.

Sesame Street Goals

Experimentation, listening carefully

Illustration

None

Materials

Trash can lid, cooking pot or lid, stick, drum, ear plugs or cottonballs for children who can hear

Activity

- Distribute ear plugs or cottonballs for children who can hear. Place a trash can lid, pot, or drum on the floor. Have the children lie down with one ear to the floor and eyes closed. Bang a stick on the object to create vibrations. Ask the children to open their eyes and/or raise their hands when they feel the vibrations stop.

- Place a record player on the floor. Have the children lie down with one ear to the floor and eyes closed. When the record begins and children feel the vibrations, they can tap their hands to the music. Tell the children to stop moving when they "feel" the music stop.

- Instead of lying on the floor, children can place their hands on the record player (near the speaker). They can tap or clap their hands to the music, dance or sing and then stop when the music stops.

Big Bird's Nest

Purpose

To provide exercise while physically experiencing relational concepts and geometric shapes.

Sesame Street Goals

Exercise, relational concepts, body parts, geometric forms

Illustration

None

Materials

One long piece of sewing elastic (or several shorter pieces) sewn into a circle

Activity

- Use a piece of elastic large enough so that all participants can hold onto and stretch it. Sit or stand with the children in a circle and have everyone hold the elastic. Pretend you are around "Big Bird's Nest" and experiment with the things you can do with "the nest."

- Have children take turns leading the others in their own way of getting **inside** "the nest." They can pull the elastic **over** their head and **behind** them, they can wiggle the elastic **under** them while sitting on the floor, they can jump **over** the elastic, etc.

- While sitting in a circle, children can hold the elastic and make "the nest" **flat** by lying down either on their back or stomachs. They can make "the nest" **tall** by holding it over their heads.

- Pretend that there is a wind storm on *Sesame Street*. Make "the nest" rock by having children pull on the elastic at one end while children on the other end bend forward.

- While either sitting or standing, children can stretch "Big Bird's Nest" into different shapes—square, triangle, rectangle, etc. Place markers on the floor to indicate the shapes. A few children can stand at each corner and stretch the elastic into the desired shape.

Adaptation

- To include children with limited mobility, you can place the elastic on different parts of their bodies and let them help you stretch it into different positions.

Variation

- Have each child place one body part on the nest, e.g., foot, hand or arm. Discuss each part and its function. Another way to help the children learn body parts while doing this activity, is to have them hold onto the nest without using their hands, e.g., around their heads or ankles or in the bend of their elbows or knees.

The Bumpy Walk

Purpose

To experience a variety of tactile sensations while performing simple physical exercises.

Sesame Street Goals

Exercise, relational concepts

Illustration

Tire Mound

Materials

Old blankets, sheets, pillows; plywood or an old wooden door, if possible; newspapers, boxes, rope, tires

Activity

- Sew two blankets or sheets together and stuff them with different sized balls, pillows, newspapers, cardboard boxes or anything else that will make the surface bumpy. Children can experience walking, crawling or rolling on the surface barefoot or with shoes on.

- Make a big pile of assorted mats and pillows and let children explore moving on it in different ways, e.g., rolling, crawling or jumping.

- Make a pile of tires (see illustration) and bind them with rope. The tires can be positioned so children can climb up a few (like stairs), crawl through them, hide behind them, or just sit back and relax. They can put one foot through a tire, two hands, their head, etc. (If you want to install the tire pile as a permanent recreation fixture, the tires can be held together with nuts and bolts.)

- Some of the suggested items can be positioned to make inclines, barrels, saddles and balls. Children can then explore moving on their own or be placed by you in various positions, e.g., lying with their heads up or down on an incline, straddling a barrel or lying on their stomach or back on a ball. As children participate in these activities, stress the words denoting their relational position, e.g., on top of, under, across or through.

Silent Near and Far

Purpose

To help children learn the concept of "near/far" and communicate by touch instead of with words.

Sesame Street Goals

Relational concepts, body parts

Illustration

Any in Activity Book

Materials

Any toy, book, etc., which can be hidden

Activity

- Hide a *Sesame Street* picture or one of the other suggested items someplace in a room, e.g., under a chair, inside a box or on a windowsill. Tell all of the children, except one, where the item is hidden. Blindfold the child who does not know where the object is and tell him or her to try and find it.

- Other children can give "touching" clues to help the blindfolded child find the object. (Care should be taken that the playing area is not obstructed.)

- Review the words **near** and **far** with the children and explain how they will be used as clues in the game.

- Here are some sample clues:

  A touch on the shoulder means the child is **near** the object.

  A touch on the hip means the child is **far** away from the object.

  Moving the child's head up and down indicates the child is **near** the object.

  Moving the child's head from side to side indicates the child is **far** away from the object.

- Children can invent their own "touching" clues or you can choose clues with varying degrees of difficulty according to the children's ability.

Big Bird Decorates His Nest

Purpose

To give children experience in classifying and sorting objects by texture, size and shape.

Sesame Street Goals

Classification, sorting

Illustration

None

Materials

Various kinds of hair rollers (big, small, with/without brushes, sponge, plastic, wire, with/without clasps); glue, large box, string, colored buttons, spools, paint

Activity

- Tell children the following story: "Big Bird wanted to decorate his nest. He looked all over for decorations. Finally, he found something really unique. He decided to decorate his nest with different kinds of spools, brightly-colored buttons and hair-rollers."

- Before decorating "the nest," the following sorting and classifying activities can be performed with the objects you gather.

  Put an assortment of large and small spools in front of the children. Put two small spools in one group and ask the children to select another spool which belongs in the group.

  Put four items in front of the children, three of which are the same and one which is different, e.g., three buttons and one spool. Ask the children to tell you which item does not belong in the group.

  Make holes in a box by tracing circles around the bottom of a roller and cutting them out. Give the children different sized rollers and ask them to try and fit rollers into the holes.

  Put out an assortment of rollers. Have the children wear blindfolds and try to classify the rollers by the way they feel, e.g., all the rollers with brushes, all the rollers that are smooth or all the rollers that can be squeezed.

- To decorate "the nest," children can make shapes or pictures on the box using a variety of rollers, spools and buttons. The spools can be painted in bright colors to add to the decoration. In addition to decorating the boxes, children can make necklaces and bracelets by stringing the buttons and spools.

Super Cookie

Purpose

To learn simple relational concepts by assuming different physical positions.

Sesame Street Goals

Relational concepts, exercise

Illustration

Super Cookies

Materials

Large, thin sheets of foam rubber (inner tubes or sturdy cardboard can also be used), scissors

Activity

- Make "cookies" from pieces of foam rubber by tracing circles on them and then cutting a hole in the middle large enough for a child's body to pass through (see illustration). Have the children experiment with the "cookies."

- Have each child take turns pretending to be the filling between two "cookies." Children can lie down, stand or sit between the two pieces.

- Tell the children to imagine other things to do with the "cookie." They can roll it, bounce it, twirl it on their arm, pull on either side of it, etc.

- Using one "cookie," have each child experiment with activities which stress relational concepts. (You may want to concentrate on only one of the concepts at a time, e.g., up/down.) Here are some of the things you can ask children to do with the "cookies."

Pick the "cookie" **up** and put it back **down**.

Step into the **middle** of the "cookie."

Place the "cookie" on the floor and walk **around** it.

Step **into** the "cookie" and raise it **over** your head.

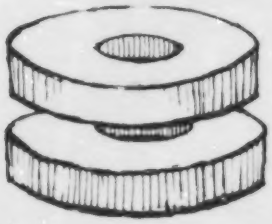
Raise it **over** your head and then let it drop **down** to the floor.

Have one child hold the cookie on its side while other children climb **through** the "cookie."

While barefoot, walk or crawl **on** the "cookie" (in a circle).

Adaptation

- To include children with limited physical mobility, you can place the "cookie" on the child in various positions.



The Broken Letter Shop

Purpose

To help children learn to identify letters by putting letter parts together.

Sesame Street Goals

Part/whole relationship, letter recognition

Illustration

Broken Letters

Materials

Cardboard, glue, sand

Activity

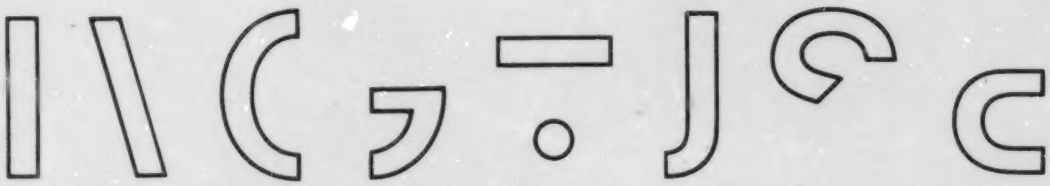
- Tell children the following story: "Big Bird found a box of broken letters in the back of Luis's Fix-it Shop. Luis didn't want the letters anymore, and told Big Bird that he could have them. Big Bird decided to start his own fix-it shop for broken letters, but now he needs help in putting them together again."

- Cut out a number of each of the broken letter shapes (see illustration) from a piece of cardboard. Make them large enough so that the children can handle them easily. (Each piece should be at least two or three inches high.) Place an alphabet chart (or make one yourself by printing the alphabet on a large piece of paper) where the children can easily see it.

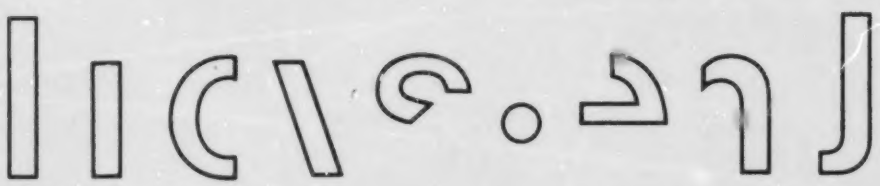
- Put letters together one at a time and have the children follow your example. Tell them to look at the whole letters on the chart and use them as a guide. When necessary, give children explicit verbal directions, e.g., "This is an A. Find the parts you need to make an A." Have children experiment putting together as many letters by themselves as they can.

Adaptation

- To include children with visual impairments, letter parts can have sand or other grainy materials glued on them. The children can then feel and try to put them together.



Upper Case



Lower Case

Eating By Shapes

Purpose

To help children learn to recognize and name simple geometric forms by identifying foods with distinct shapes.

Sesame Street Goals

Geometric shapes

Illustration

None

Materials

An assortment of food items with distinct shapes (see examples below); magazine pictures of food

Activity

- Tell children the following story: "Cookie Monster was trying to learn the names of different shapes but was having a hard time remembering them. Everyone on *Sesame Street* wanted to help. One day, Gordon had a great idea. He knew that Cookie Monster really liked food and thought that he could teach Cookie the shapes by using foods that were round, square and triangular. Gordon suggested that everyone on *Sesame Street* could go on a picnic. Each person would bring foods that had distinct shapes. Here are some of the foods they brought to the picnic to help Cookie Monster learn the names of shapes."

  Circle: Hamburgers, oranges, individual size pizza pies

  Square: Crackers, american cheese slices, square bologna

  Triangle: Pieces of bread, cheese and other foods cut into triangles

- Have the children identify the names of the shapes of the foods you have gathered. Let them experiment making the shapes themselves by cutting or tearing pieces of bread and cheese.

Variation

- Look through magazines for pictures of foods that are round, square, triangular, rectangular, etc. The children can cut them out and make a "group picture" or a scrapbook of foods classified by their shapes.

Do And Look Muppet Game

Purpose

To help children learn simple geometric forms by matching pictures and by trying to assume body positions similar to the shapes.

Sesame Street Goals

Visual matching, finding hidden figures

Illustration

Geometric Muppet Cards; see pp. 43-45

Materials

Scissors, paper, crayons or pencils

Activity

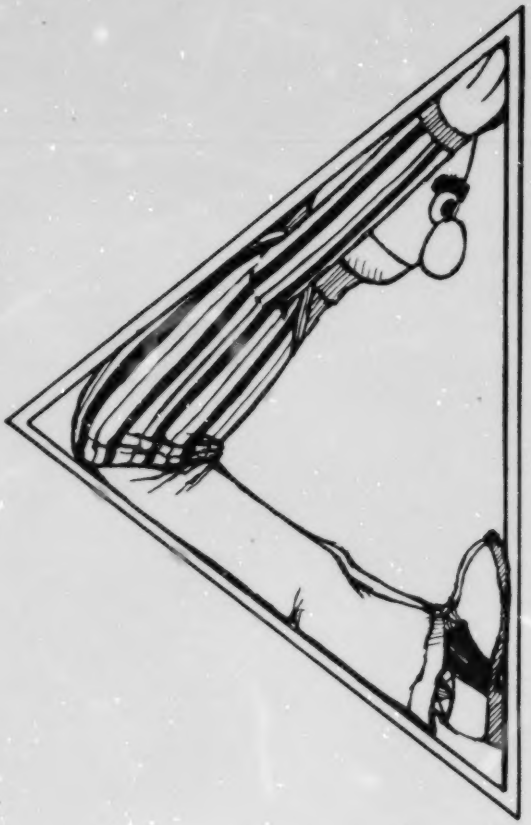
- Cut out the four detached pictures of the Muppets positioned within various shapes. Review the names of the shapes with the children. The children can try to draw them on a piece of paper, concentrating on one shape at a time. After the children become familiar with the shapes, they can try to assume body positions, singly or with other children, similar to the shapes.

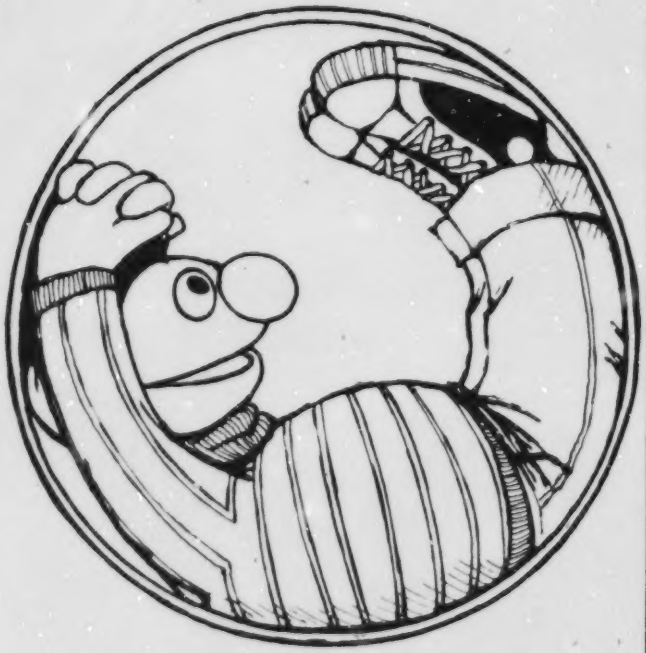
- Give each child one of the Muppet cards. Have them find the same card on the large picture with the overlapping shapes, page 45.

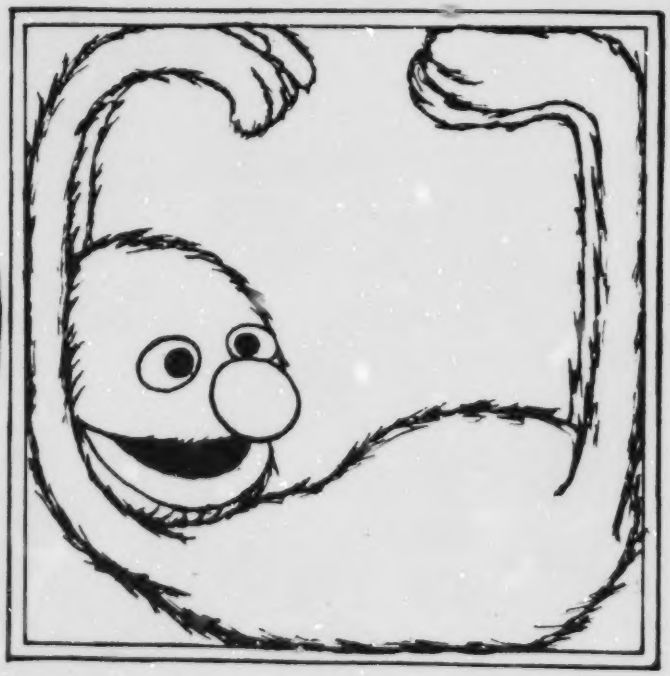
- Give each child a set of four Muppet cards or let them take turns with the same set. Have them try to place the cards in the same arrangement as on the picture of the overlayed cards. If this is too difficult, arrange the cards yourself and ask the children to tell you when the two pictures match. The individual cards should be layed down in this order: Ernie first (circle), then Oscar and Cookie (rectangle), Grover next (square), and finally Bert (triangle).

Adaptation

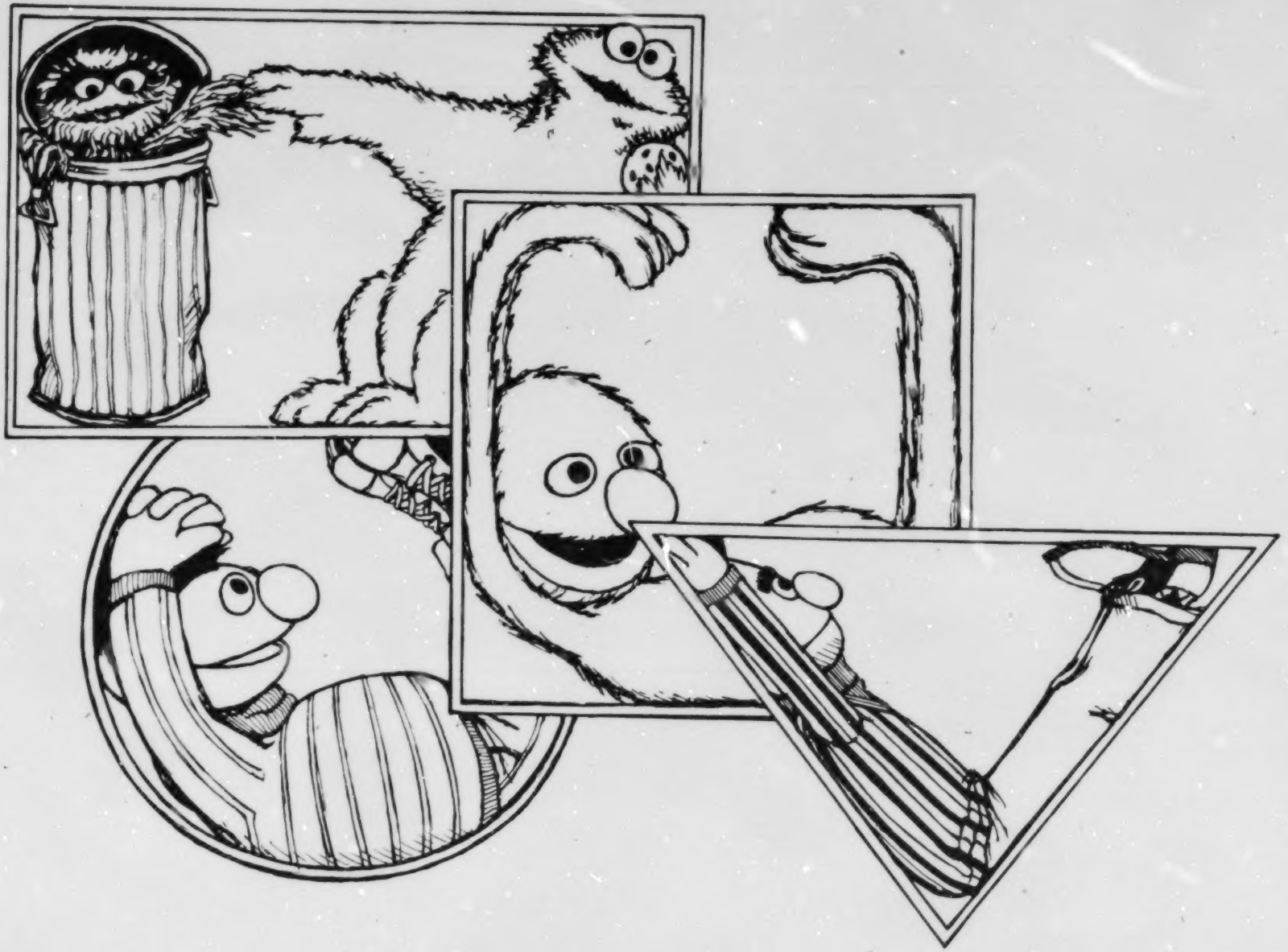
- The individual cards and the large picture can be texturized. E.g., glue cotton on the circles, rice on the squares, macaroni on the rectangles and sponge on the triangles. Children can feel the individual pictures and try to place them correctly on the large picture. This will allow participation of children with limited or no vision and also add a sensory experience for all children.







Geometric Muppet Cards



45

52

53

Geometric Muppet Cards

Land On Sesame Street

Purpose

To help children learn to follow verbal directions.

Sesame Street Goals

Exercise, geometric shapes

Illustration

Sesame Street Character Masks; see pp. 74-85

Materials

Bean bags, fleece balls or small pillows; large piece of cardboard or a sheet; tape, string, sticks

Activity

- Place a large sheet or piece of cardboard on the floor and use it as a playing board. Randomly, tape pictures of the *Sesame Street* characters on the board. Call out the names of the characters and have the children touch the correct picture.

- A "twister" game can also be played on the board. Tell one child to put his or her right foot on Big Bird. Then tell the child to put one hand on the Count, without moving the foot on Big Bird. Keep giving directions like these, until the child falls over or can't move any more. Let each child take a turn playing.

- Remove the pictures from the playing board and draw a number of large geometric shapes on it. Distribute pictures of the *Sesame Street* characters among the children. Then give directions such as: "Put Grover in the square," or "Put Ernie in the circle." Do this until all the shapes are full.

Adaptations

- To include children with limited mobility in this activity, have children sit in chairs or on the floor. Give each child a bean bag. Attach the bean bag to a string tied around the child's arm (or any other body part). The bean bags can also be attached to a stick. Then call out the name of one of the shapes and have a child try to throw or push the bean bag on the correct one.

- The playing board can be taped or pinned to a wall to facilitate playing for some children. In this case, a stick for pointing should be used instead of string.

Puzzle Time

Purpose

To provide children with a feeling of accomplishment based on their ability to complete puzzles.

Sesame Street Goals

Pride, part/whole relationship, experimentation.

Illustration

Grover, Lance, Linda/Luis Puzzles; see pp. 49-53

Materials

Glue, cardboard, sand (or some other grainy material), scissors

Activity

- Copy or trace the picture puzzles for each participating child and glue them to a cardboard backing so they will be sturdy. Cut each one into pieces at the dotted lines—Lance the horse into four pieces, Grover into six pieces, and Linda and Luis into six pieces.
- Have each child complete one or more of the puzzles.

Adaptation

- Sand can be glued at the edges of puzzle pieces that fit together—head and body, leg and trunk, etc. This might make the task easier for some children and will allow participation of children with limited or no vision.

Variation

- To make the game a little more difficult, children can wear blindfolds while putting the pieces together, or the puzzles can be cut into more pieces than those indicated by the dotted lines.

Lance Puzzle

Grover Puzzle

61

Linda and Luis Puzzle

Who Is In The Mirror?

Purpose

To teach children to "mirror" the movements of others.

Sesame Street Goals

Cooperation, looking closely

Illustration

Grover Puzzle, *Sesame Street* Character Masks; see pp. 51, 74-85

Materials

Mirror (optional)

Activity

- Have each child put on a *Sesame Street* character mask and move like they think the character would move. Each child's individual interpretation should be encouraged.

- Group the children in pairs. Let one child be the leader and the other a follower. Tell the leader to move like Big Bird, Oscar or any *Sesame Street* character, and the follower to "mirror" the movements. Say, "It's just like looking in a mirror where you see the same thing that you are doing." The pair can first move isolated body parts; e.g., arms, and then try more difficult "mirroring" of whole body movements, e.g., dancing.

Adaptation

- To include children with limited or no vision, have two children maintain body contact and move simultaneously, e.g., hand to hand or back to back.

Variation

- Cut out the picture of Grover and detach his arms, as indicated by the dotted lines. Give each child a chance to position Grover's arms while the other children are not looking. E.g., his arms can be positioned straight up in the air, in a circle over his head or on his hips. Have the other children, with eyes closed, feel the position of Grover's arms and assume that position. Children can then open their eyes and check the picture to see if they have "mirrored" Grover correctly.

What's Happening At Mr. Hooper's Store?

Purpose

To help children develop memory skills, learn about simple science/cooking principles and experience a variety of taste and feel sensations.

Sesame Street Goals

Remembering, pre-science skills, experimentation

Illustration

Mr. Hooper's Store; see page 57

Materials

Clear glasses or cups, hot water, cold water, ice cubes, tea bag, lemons, sugar, honey, milk, towel, bowls

Activity

- Show the picture of Mr. Hooper in his store to the children and talk about the objects in it. Tell the children to look very carefully because you are going to ask them some questions. Take the picture away and ask each child to name an object he or she remembers seeing. Write the names of the objects on a chalkboard or a piece of paper. After the children name as many objects as they can remember, show them the picture again and point out any that were not mentioned.

- Have the children pretend that they are working at Mr. Hooper's Store. Someone has just ordered a cup of tea. Put a tea bag in a clear glass of hot water. Have the children describe what is happening. Then pour a little tea for each child to taste. Add, one at a time, lemon and sugar to the tea. Add milk and honey to another cup of tea. Have the children observe, talk about and taste the difference as each item is added.

- Cut up a lemon and set out some sugar cubes. Let each child taste one, then the other, and describe the sensations, e.g., tearing eyes, puckering up, sweet or sour taste. Ask questions such as: "Which do you like better?" "When else do you pucker up?".

- Have the children think of as many items as they can that are hot or cold. Place hot and cold water in two separate bowls. Children can feel the water in each bowl and describe the sensation. (Don't make the water too hot!)

- Have the children experiment finding ways to make an object warm, e.g., rubbing or cupping their hands over it, putting it in the sunlight or sitting on it.

Adaptation

- You can include children with severe special needs in this activity by using a towel. Wrap an ice cube in one end of the towel and dip the other end in hot water. Place one side on the left cheek and the other on the right cheek. If possible, have the children describe what they feel.

Breakfast
SPECIALS
6 am 9:30 am
2 EGGS any style
50¢
Sodas
15¢
ICE CREAM
SUNDAES
30¢
FLOATS
PLAIN
CHOCOLATE
FUN GAMES
KEY
CASES

Mr. Hooper's Store

57

The Ball Dance

Purpose

To explore movement and rhythm by bouncing balls and moving in time to music.

Sesame Street Goals

Exercise, experimentation

Illustration

None

Materials

A variety of balls—beach, basket, solid rubber, punch, etc.; radio or record player and records

Activity

- Let each child choose a ball. Play a record and have the children do a "ball dance." They can bounce, roll, throw or run with the ball.

- Move freely among the children, encouraging each child's unique interpretation. Play records with different tempos and note how the children change their rhythms or movements as the music changes.

Adaptations

- Attach strings to the balls. Tie the free ends of the strings to children's arms, to chairs they are sitting in, to poles or posts, etc. This will allow participation by children who cannot walk or have difficulty moving. The children can use their arms or other body parts to move the balls as the music is playing.

- Attach an object that makes sound to each ball so that the game will be more fun for children who cannot see, as well as for all children playing. Attachments can include bells, rattles, squeakers, etc. (Also see suggestions on page 20.)

Variation

- The "ball dance" can be done with other props moved in time to music, e.g., scarves, hoops, tissue paper, newspaper, balloons or large or small elastic bands.

What's The Story?

Purpose

To provide experience in relating symbols—pictures and written words—to spoken words. Also, to practice simple pre-reading skills such as remembering and understanding spoken words and following the left to right reading pattern.

Sesame Street Goals

Pre-reading principles

Illustration

Mr. Hooper's Store, Big Bird, Oscar's Can, Linda and Luis; see pp. 57, 75, 65, 53

Materials

Glue, felt, large piece of cardboard or flannel board

Activity

- Cut out the above mentioned pictures and glue a piece of felt on the back of each. Arrange the pictures horizontally on a large piece of cardboard or flannel board to be used as your playing board.
- Arrange pictures on the board in the same order as they appear in the following story. Tell the story to the children and point to the appropriate picture when you come to a word in bold type.
- "One day, **Big Bird** was walking down *Sesame Street* when he saw **Linda and Luis** at **Oscar's Trash Can.** He asked **Linda and Luis** where they were going and they said that they were going to **Mr. Hooper's Store. Big Bird** said good-bye to **Linda and Luis.**"
- Repeat the story. This time, pause when you come to the name of a *Sesame Street* character or item and ask the children to fill in the blanks by pointing to the appropriate picture. And if they mix up the story it might be funnier!
- Describe one of the characters or items on the board, e.g., "the eight foot canary" or "the home of Oscar the Grouch." Have children point to the corresponding picture.
- Make a true or false statement about one of the characters or items on the board, e.g., "Big Bird lives in the trash can" or "Linda is Luis's brother." Have the children indicate whether it is a true or false statement by saying "yes" or "no" or shaking their heads. Or, write the words "YES" and "NO" on a piece of paper and have children point to the answer.

Adaptation

- To include children with limited mobility, the "story board" can be placed on a desk or on a child's lap or on your own. It can also be placed on a stand or hung up on the wall. Be sure to position the board so that it is visible and accessible to each child. A pointer or stick can be used if necessary so that each child can touch the pictures.

Variation

- Make up your own "story board" (communication board) using pictures and words other than the ones mentioned in this activity. Children can use it to tell stories or to ask and answer questions non-verbally.

Sesame Street Traffic Jam

Purpose

To provide exercise in motor coordination and moving around objects.

Sesame Street Goals

Exercise, reasoning and problem solving, cooperation

Illustration

None

Materials

Large and small pillows, beach balls, inflatable mattress, foam rubber, masking tape; if possible, old mattress, tires, boards

Activity

- Help the children construct their own *Sesame Street* by placing masking tape on the floor to form a long path. Let the children help by pressing the tape down on the floor. Then place obstacles, like the materials suggested above, at various places on the street. Have the children try to move from one end of the street to the other as they master the "*Sesame Street* Traffic Jam."

Adaptation

- To include children with limited or no sight, sound instruments can be placed near or on each obstacle; e.g., music box or radio, or, a rope can be used to guide them. Children can also help one another move down "the street."

Variation

- Ask children how they would cross the street if they couldn't see, walk, etc. Have them try to think of different ways people cross the street, e.g., hopping, skipping, jumping, using a wheelchair or a scooter. Point out that what is important is that they cross the street, not "how" they do it.

First Stop On Sesame Street

Purpose

To learn to remember and follow increasingly complicated directions by following mazes.

Sesame Street Goals

Remembering, looking closely

Illustration

Sesame Street Maze; see p. 63

Materials

Paper, pencils, magnets, paper clips

Activity

- Show children the *Sesame Street* maze. Familiarize them with the maze by reviewing all of the locations on it. Starting at the Fix-it-Shop, have them follow the paths to each of the numbered stops with their fingers.
- Tell the children that Luis has to make several deliveries of things he has repaired in his Fix-It Shop for people on *Sesame Street*. Luis would like the children to make the deliveries for him.
- Make a copy of the maze for each child. They can then make deliveries by following the route with their finger or with pencils. If this is too difficult, you can trace the route yourself or you can guide the children's hands with your own.
- The number of deliveries that each child makes at one time should depend upon his or her ability to remember and follow directions. The stops on the illustration are numbered to give the children extra clues. Here are some sample directions:

  Deliver Big Bird's TV to his nest.

  Deliver Big Bird's TV, go back to Luis's Fix-It Shop and deliver Mr. Hooper's Blender.

  Make deliveries at Big Bird's Nest, Mr. Hooper's Store, Oscar's Can, the *Sesame Street* sign, Ernie and Bert's bedroom and finally Maria's apartment.

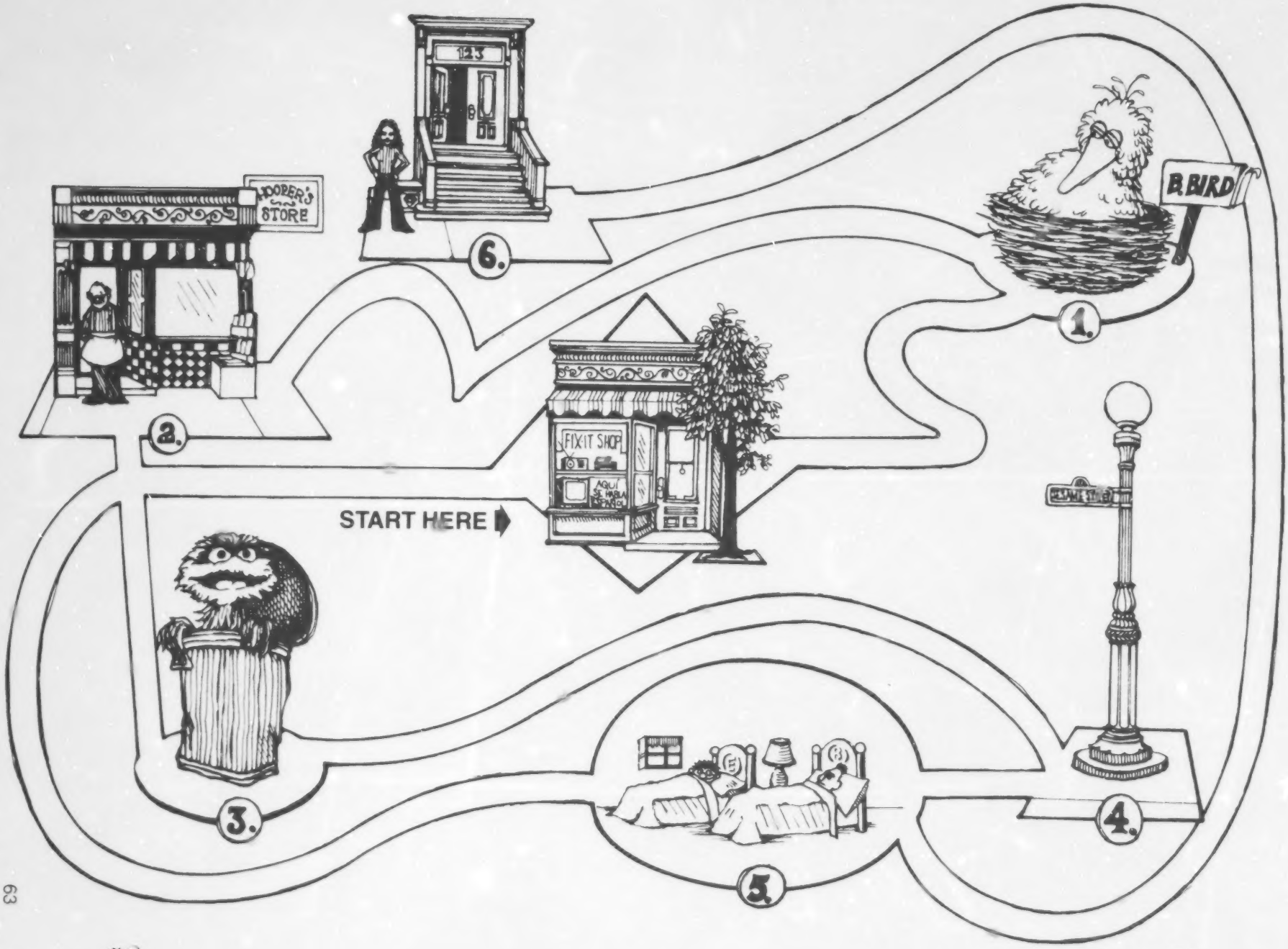
- Children can follow the *Sesame Street* maze using a magnet. Place the magnet on the underside of the paper and another magnet or metal object (paper clip, small bolt, metal safety pin or small metal car or truck) on the top. Move the magnet under the maze. As the object on top moves around the maze, the children can pretend that it's Luis's delivery truck.

Adaptation

- To include children with limited or no vision, texturize the maze by either punching holes along the paths or using materials suggested in "What's This?" on page 23. Children can follow the trail using their fingers or other body parts.

Variation

- Make a simple map of your room or house and hide *Sesame Street* cards, pages 25-29, around the room. Indicate on the map where the cards are placed and let each child see it. Then tell them to try and find the cards.


123
B. BIRD
STORE
FIX-IT SHOP
START HERE
1.
2.
3.
4.
5.
6.

Sesame Street Maze

Oscar And The Six Trash Cans

Purpose

To explore movement by imagining and "acting-out" size relationships.

Sesame Street Goals

Relational concepts, imagination

Illustration

Oscar's Trash Cans

Materials

Six different sized boxes, ranging from a large appliance carton to a small gift box

Activity

- Talk to the children about the words **big** and **small**. Then explain the concepts of **small, smaller, smallest; and big, bigger, biggest.** Use the different sized boxes to help explain them to the children.

- Tell children the following story, emphasizing the size differences: "One day Oscar the Grouch was shopping to buy the perfect trash can. First he saw a **small** can. Oscar crawled in and discovered that he could hardly move his arms. Then he got inside an even **smaller** trash can and he couldn't move at all. Next, he tried the **smallest** trash can. This time Oscar got stuck inside. His arms and legs and head were in a tight ball. He tried very hard to get out of the smallest can until finally, the can fell over and out rolled Oscar. He looked around at the other trash cans hoping to find the perfect one.

  "Oscar saw a **big** can and climbed inside. This time he could easily move his arms and legs. It felt good not to be in a ball. But then he saw an even **bigger** trash can. It was so big that Oscar could stand up and turn around inside of it. This was lots of fun but he knew that he still hadn't found the perfect can. Then he saw it! There it was the **biggest** can of all. This trash can was so big that Oscar could run around inside of it. And that is just what he did. He ran and ran inside the **biggest** trash can until he got so tired that he fell down and grumpily went to sleep."

- After telling the story to the children, have them explore creative movements by asking them to act out **small, smaller, smallest, big, bigger, biggest.** Refer back to the story for the trash can imagery to help the children. Different sized boxes can be used to stimulate the movement exploration (real or imaginary) of these size relationships. You might want to separate the concepts—that is, teach only **big** or **small** at a given time.

Can You Find It?

Purpose

To give children experience focusing in on both objects and sounds by looking at hidden pictures and listening for hidden sounds.

Sesame Street Goals

Finding hidden figures, listening carefully

Illustration

Big Bird Scribble Drawing; see p. 67

Materials

Colored pencils, paper, records, record player, noisemakers, e.g., bells, rattles or spoons

Activity

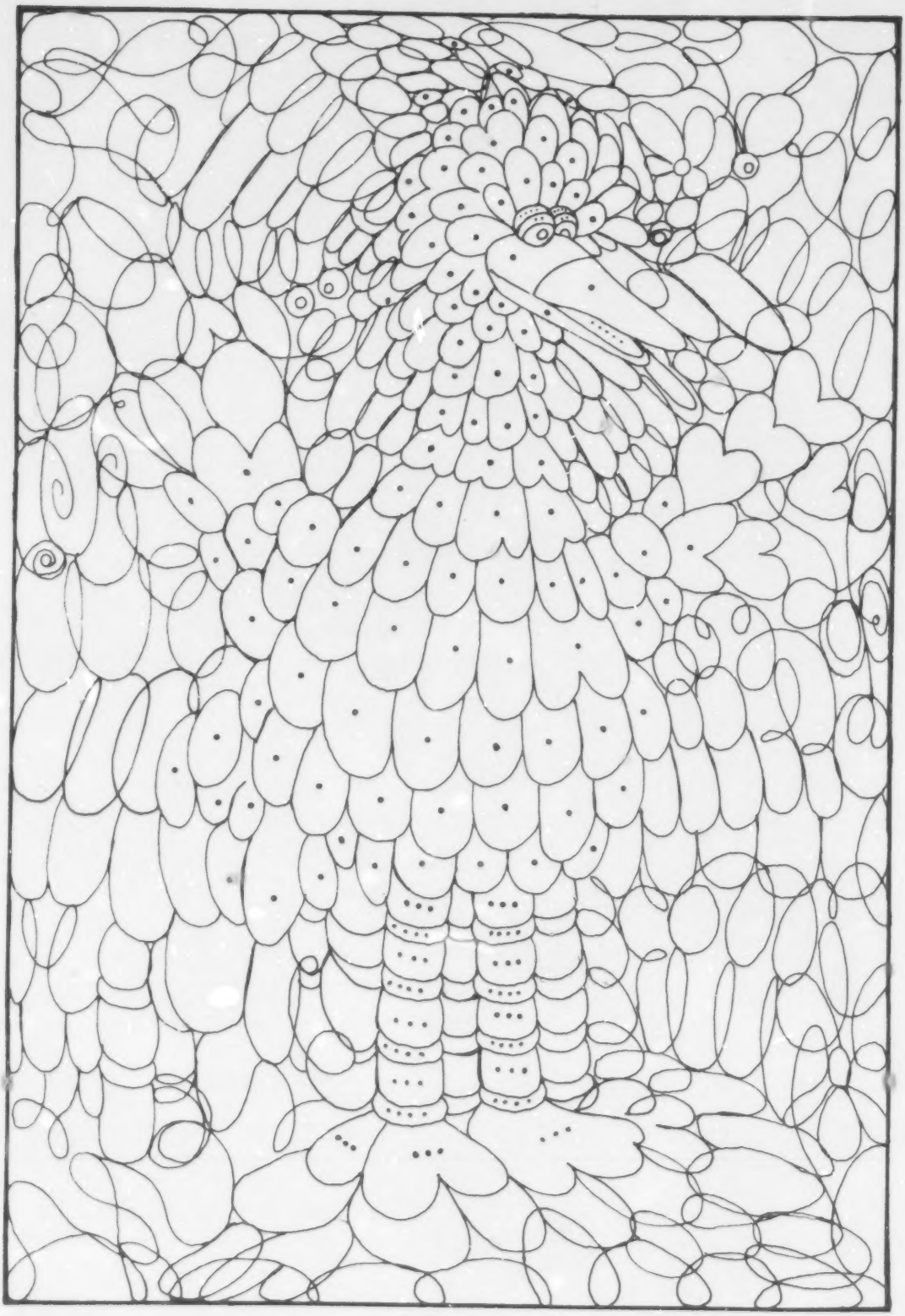
- Make a copy of the scribble drawing of Big Bird for each child. Have the children color the spaces according to the code on the bottom of the page. Assist them if the small spaces are too difficult.

- Scribble drawing: Have the children create their own embedded figures by using crayons to scribble on the paper and then try to find an object in the scribble. This activity can also be done by scribbling in sand or dust with a stick, and then trying to find a figure in the scribbles.

- Cloud figures: Take the children for a walk on a nice, slightly cloudy day. Have the children look at the clouds. Ask questions such as: "What do you see?" "Who sees Bert, Ernie, a face, a tree or any other object?" Have them point out what they see. Then ask them to move in slow motion (like clouds move) while pretending to be the character or object seen in the clouds.

Variation

- Play a recording of a *Sesame Street* song (or any song) while the children are seated with their backs to you. At different times throughout the song, ring a bell. Ask the children to raise their hands or otherwise indicate when they hear the bell ring. Each child can be assigned a sound of his or her own to discriminate and identify from the background recording, e.g., rattle, clicking of two spoons or snapping fingers.



yellow blue orange pink red

77

Big Bird Scribble Drawing

What's Different?

Purpose

To explore and discuss physical similarities and differences among people.

Sesame Street Goals

Body parts, experimentation, measurement

Illustration

None

Materials

Clothing: hats, coats, shoes, sweaters, etc., of different sizes, jewelry; chairs or stools of varying heights; ink pad, paper

Activity

- Discuss with the children how people are the same in some respects and different in others. (They can also talk about the physical characteristics of the *Sesame Street* Muppets.) You can discuss fingerprints, hair length and color, body weight, size of feet and hands, height, arm-length, etc. Fingerprints can be made by using an ink pad and white paper.

- Distribute various sized clothes, e.g., coats, hats, shoes and rings. While children are having fun trying on things like a doll's hat or a man's sweater, discuss which articles are small, large, long and short.

- Have children sit in chairs so their feet touch the ground. Then have them sit on chairs and seats of various sizes and shapes and talk about the similarities and differences. Use adult's chairs, stools, sturdy boxes, pillows, etc., in order to achieve different heights.

- Have children mark each other's heights against a wall and compare them. They can keep "growth charts" in both metric and customary measurements. Children can invent their own measuring system, e.g., counting how many pillows, boxes or books tall they are.

Too Short For Big Bird

Purpose

To experience what it is like to be "too short" by jumping or stretching to reach objects placed high on a wall.

Sesame Street Goals

Exercise

Illustration

Big Bird Mask; see p. 75

Materials

Masking tape, feathers or soft material

Activity

- Copy five pictures of Big Bird for each child. Divide children into groups according to height and their jumping or stretching ability.

- Hang the Big Bird pictures at different heights on different walls (i.e., one wall of pictures for the group which is the shortest, one wall of pictures for the taller group, one wall of pictures for the tallest group, one wall of pictures for children sitting in chairs). Pictures should be hung at heights which require the children to jump or stretch and grab for them. Use only a little tape to secure pictures to the wall so that when a child jumps up and grabs, the pictures will not tear.

- Have the children line up by the appropriate wall and when you say "go," have them collect as many pictures as possible in a given time. The children can keep the pictures they have collected to color or fingerpaint. They can also glue feathers onto the picture of Big Bird.

- Hang another group of pictures on the walls. This time, hang each group of pictures higher so that it is difficult for the children to reach them. Or, have some children sit on the floor and others sit in chairs, and hang the pictures at heights where the children would be able to reach them if they were standing. After they have collected the pictures, ask the children questions such as: "Did you feel too short?" "Do you know anyone who has trouble reaching things?" "Have you ever had trouble reaching things?" "How could you have gotten the Big Bird pictures without jumping?"

Ernie's Hurt Leg

Purpose

To experience and discuss the problems, feelings and coping skills of people with particular handicaps—in this instance, a leg problem.

Sesame Street Goals

Different points of view, body parts and functions

Illustration

Ernie and Bert Masks; see pp. 77-79

Materials

Ruler, gauze or strips of an old sheet

Activity

- Tell the children the following story: "One day, Bert and Ernie were playing outside. They were running after a ball when Ernie fell down. He hurt his leg and had to put a big splint and bandage on it. His leg really hurt."

- Using the *Sesame Street* character masks, have children pretend to be Bert and Ernie. Tell them to move like Ernie would move with his sore, stiff leg. You can wrap children's legs with pieces of sheet or gauze, using rulers as splints, so they can experience what it would be like.

- Ask questions such as: "Have you ever had a hurt leg?" "Do you know anyone with a hurt leg?" "How does a person with a hurt leg climb up stairs?"

- Two children can work together or you can work with each child. One person, pretending to be Ernie, can wear the big bandage and the other, pretending to be Bert, can help him walk through the "*Sesame Street* Traffic Jam" (see p. 61). As the children do this, remind them that although the use of their leg is limited, they can make extra use of their arms, hands, ears and eyes.

Cookie Monster Has Problems

Purpose

To experience what it is like to have limited or no use of different parts of the body.

Sesame Street Goals

Reasoning and problem solving, self-help skills

Illustration

Dotted shoes

Materials

Optional: real or make-believe cookies, various clothing items (see suggestions under activity)

Activity

- Tell the following to the children: "Pretend that your mouth is sore and Cookie Monster just gave you two of your favorite granola cookies to eat."
- Prompt a discussion of the situation by saying things such as:

  "Show me how you would eat a cookie with a sore mouth."

  "How about eating an apple with a sore mouth?"

  "Have you ever wanted to eat something but couldn't?"

  "Have you ever known anybody with a sore mouth?"

  "How do you think they felt?"

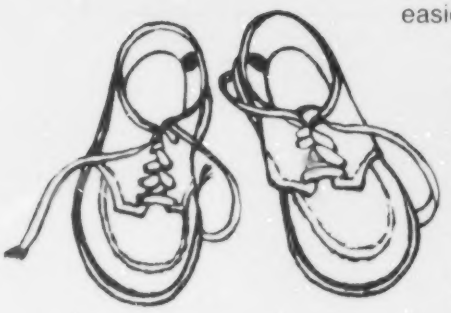
- Tell children the following story: "Cookie Monster was very hungry one day and he put one of his hands into a cookie jar. When he tried to take it out, it was stuck. He had to get dressed to go out to a party, but he couldn't use one of his hands."
- Have children show Cookie Monster how to get dressed without using one or both of his hands. Tell them to make fists or put mittens on their hands and try to get dressed that way. They can put clothes already buttoned on a bed and then try to wiggle into them without using their fingers. Children can help one another dress, they can use loafers instead of tie shoes, etc.
- Demonstrate for the children things which can be used to make dressing easier. Examples include:

  elastic waistbands instead of buckles

  velcro closures instead of snaps or buttons

  large metal hook for pulling zippers

  dots inside shoes (see illustration) so that when dots are close together, shoes are on the correct feet



Try Another Way

Purpose

To increase sensitivity to individuals with limited or no use of one or more senses by discussing temporary "handicaps" encountered by many people.

Sesame Street Goals

Reasoning and problem solving, coping with failure

Illustration

Sesame Street Character Masks; see pp. 74-85

Materials

None

Activity

- Have children wear masks of the *Sesame Street* characters for this activity. Present situations to them in which the *Sesame Street* characters encounter different "handicaps." Have the children put on their masks and act-out or discuss how they would cope in each situation.

- To prompt discussions say things such as:

  "The Count breaks his leg. How can he move around?"

  "Ernie has an eye infection and has patches on both eyes. How does he find his way?"

  "Bert has laryngitis. How does he talk?"

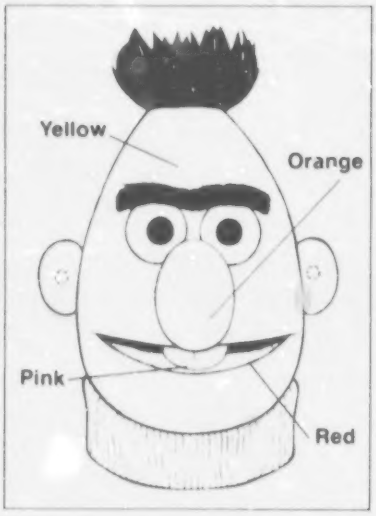
  "Big Bird hurts his hands and has to wear big, clumsy bandages on them. How does he scratch himself?"

  "Cookie Monster has to keep cotton in his ears because he has an earache. He can't hear anything. How does he manage?"

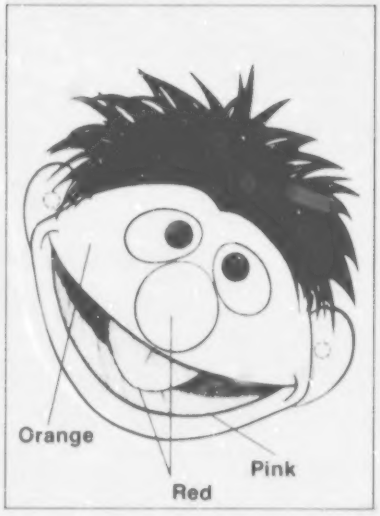
Sesame Street Character Masks

Big Bird

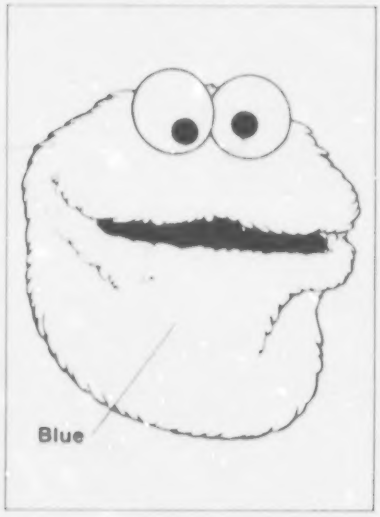
Bert



Ernie

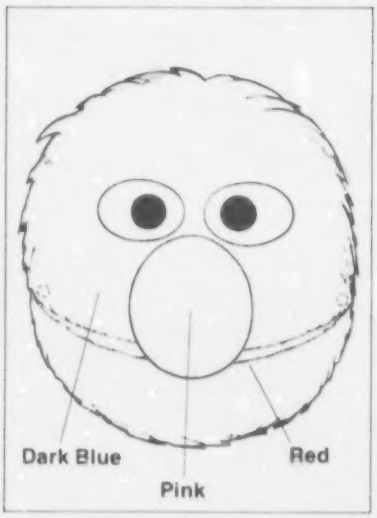


Cookie Monster



Count

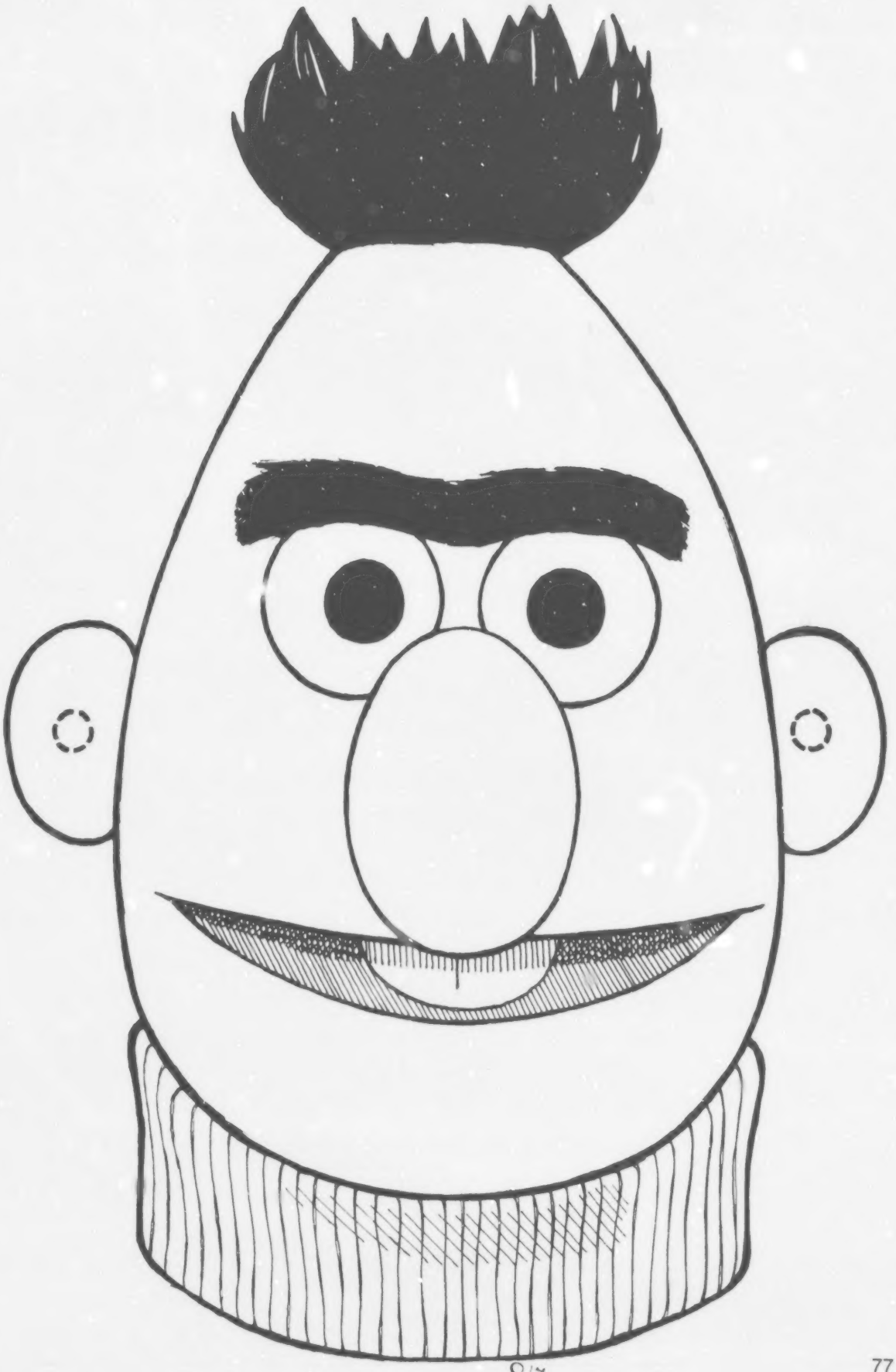
Grover



To use the masks: Cut out the masks and have the children color them in as indicated above. Cut out the small dotted circles and attach string to each side of the masks so they can be tied around the children's heads. Cut holes in the eyes large enough for children to see clearly through.

Several copies of the masks should be made before you do this, since they are used for different purposes in activities throughout the book.

Big Bird Mask

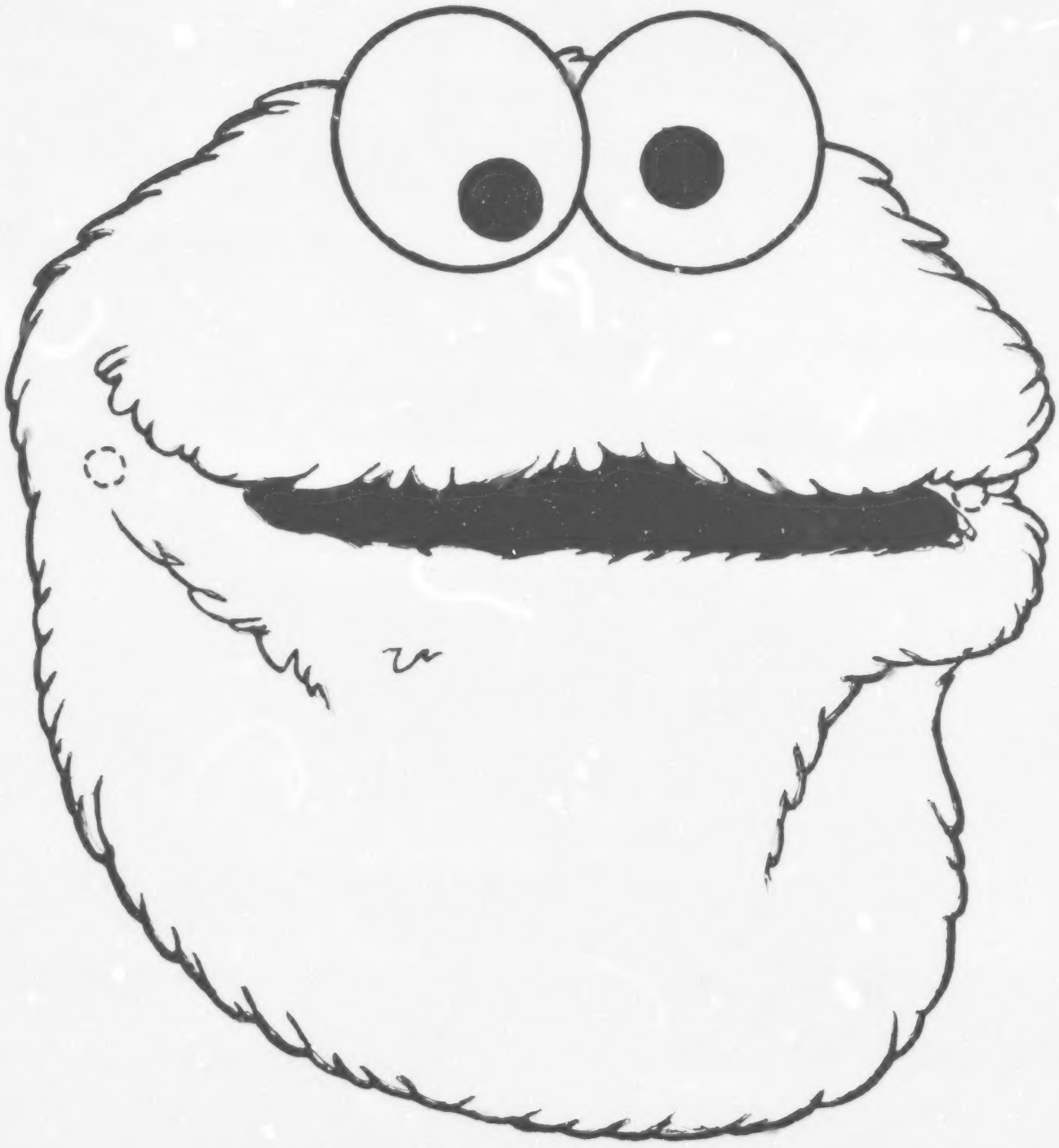


Bert Mask

89

Ernie Mask

90

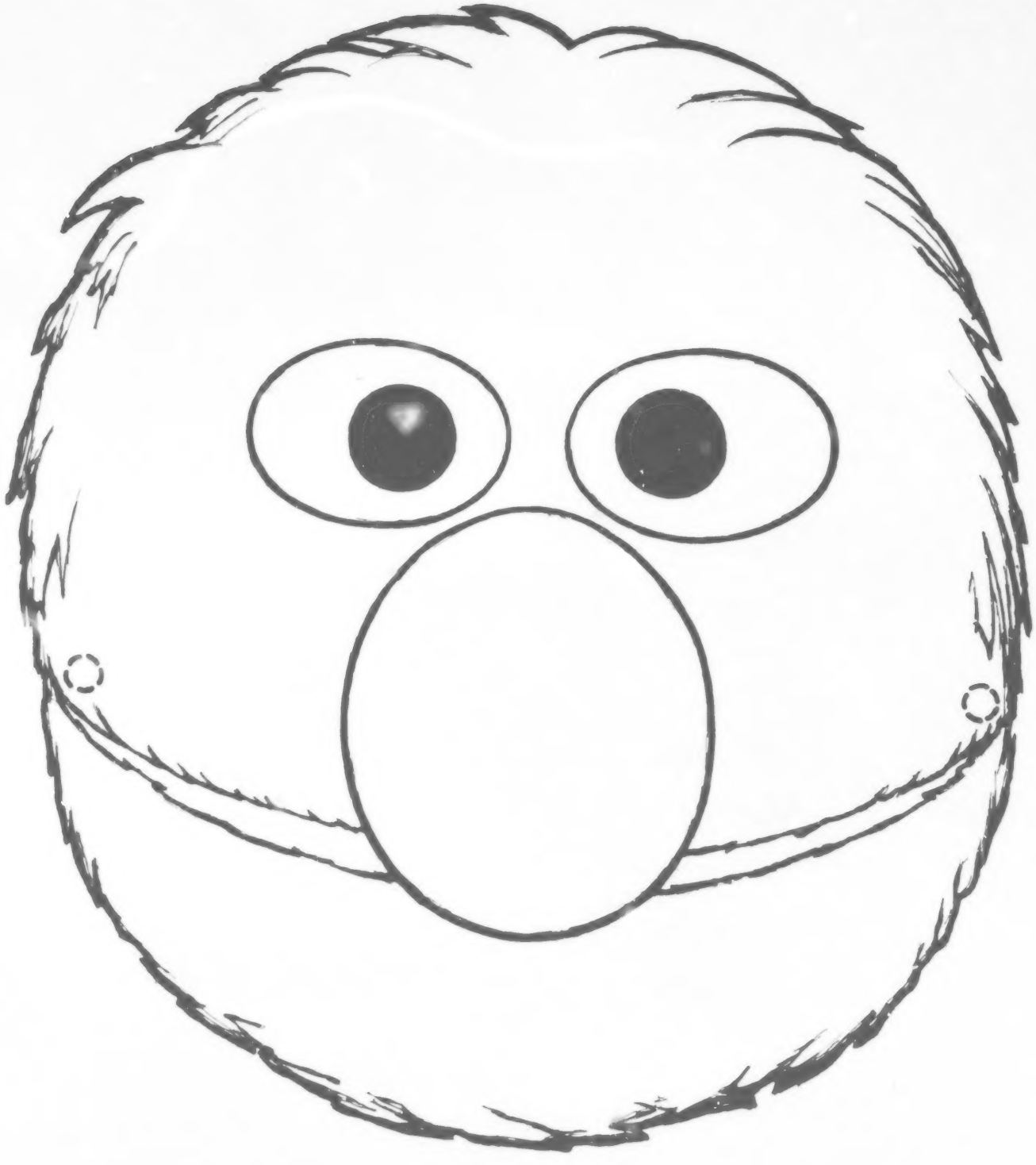


Cookie Monster Mask

93

The Count Mask

94



Grover Mask

96

Who Can Do It?

Purpose

To help prevent stereotypes about the inability of people to perform certain tasks due to sex or disability by discussing jobs and job requirements.

Sesame Street Goals

Career awareness, visual matching

Illustration

Sesame Street Job Cards; see pp. 25-29

Materials

Glue, cardboard

Activity

- Have children identify the different jobs illustrated on the *Sesame Street* cards. Talk with the children about the various requirements for each job, e.g., what one needs to know, how strong one needs to be and what special clothing might be required.

- Each time you play this game, choose different careers, e.g., lawyer, teacher or stonemason. Discuss the requirements for each, and discuss who can and can't perform these jobs. Ask how persons with disabilities may be able to do certain jobs, e.g., a person in a wheelchair can be a lawyer, a person who is blind can be a teacher, a person who is deaf can be a builder.

- Talk about the *Sesame Street* characters and the kinds of jobs they could or could not perform, e.g., Oscar would be a good garbage man because he likes garbage. Mr. Snuffle-upagus couldn't be a watch repairman because he doesn't have hands, but he would be good at watering people's gardens with his trunk.

- Make extra copies of the cards. Cut each card in half, horizontally, vertically or diagonally. Present one half of each picture to the children and see if they can guess what job each person is doing. Then, mix up all the halves and have the children match them to make whole cards. (This can also be done with magazine pictures of people at work.)

- Invite people who are working in various professions to speak with the children. Have them explain their jobs. If you have contact with disabled individuals, include them in these speaking engagements.

- Take field trips with the children to learn about various jobs.

Oscar's Trash Can Garden

Purpose

To help sensitize children to the feelings of others by discussing different points of view.

Sesame Street Goals

Different points of view, pre-science skills

Illustration

None

Materials

Seeds and pits from avocados and apples, tops of pineapples, carrot tops, potato roots, etc., soil and pots

Activity

- Talk about Oscar's personality and how it is different from everyone else's on *Sesame Street*. He is grouchy, and he likes things that most people don't like—noise, trash, etc. But Oscar is still liked, and he adds a special "flavor" to *Sesame Street*. Discuss the differences in people's opinions and personalities. Point out that all people are different in some ways and alike in others.

- Tell the children the following story: "Oscar really likes living in his trash can with things that people have thrown away. He feels that we shouldn't reject or throw things away unless we have tried to put them to good use. He has decided that plants would be good friends to have in his trash can, but he is only going to grow things in his garden that most people don't want."

- Start your own "Trash Can Garden." Seeds from many fruits or vegetables can be used (see materials). Decorate the can or pot to look like Oscar's Trash Can.

- Look through magazines or books that have pictures of different types of plants and foods. Have the children point to and name foods that have seeds or that can be rooted. Do you have these in your "Trash Can Garden?"

- Have children experiment with various growing media for plants, e.g., soil, water and sand. You can vary the amount of food and light given to different plants so the children can see what plants need to live and to stay healthy.

- Present the children with a combination of seeds and other small items that will not grow, e.g., pebbles, paper clips or salt. Let the children determine which things will grow when given proper care and which will not. Try to elicit reasons for their choices.

- Discuss what different people need to stay alive and healthy. E.g., people who live in cold climates need more clothes, babies need milk and soft foods, some people need medicine or a special diet, we all need sunlight, air and water.

How Would You Feel?

Purpose

To help children learn to feel "what it's like to be in someone else's shoes."

Sesame Street Goals

Different points of view, imagination

Illustration

Sesame Street Character Masks (optional); see pp. 74-85

Materials

Adult shoes, cardboard, tape, swim flippers

Activity

- Ask children to pretend they are different *Sesame Street* Characters.

Big Bird

"If you had really big feet like Big Bird, how would you move?"

"Have you ever moved that way before?"

"How did you feel moving that way?"

"What did it remind you of?"

(Children can wear flippers, adult shoes or pieces of cardboard attached to the soles of their shoes to give them the feeling of having big feet.)

Cookie Monster

"If you were Cookie Monster and hadn't eaten all day, how would you feel?"

"Have you ever felt hungry before?"

"Do you know anybody who is usually hungry?"

"How would you help that person?"

Oscar

"Pretend you are in Oscar's trash can and the lid is stuck."

"Show me how you would try to get out."

"How did you feel?"

"Have you ever felt this way before?"

"Did you feel strong?" "Weak?"

Ernie, Count, Oscar

Ernie, the Count and Oscar don't think they can play ball together because they are all so different. Ask the children:

"Do you think friends who like different things can play together?"

"Have you ever played with anyone who was different from you in some way?"

"How could Ernie, the Count and Oscar play so that all of them would get along?"

(The Count could be a scorekeeper; Oscar's Trash Can could be used as a basketball net and Ernie could throw the balls into the can.)

Sesame Street Statement Of Instructional Goals*

The Child And His World

A. The Child as an Individual

1. Body Parts and Functions

The child can name and tell the uses of such body parts as the head, nose, ear, eye, tongue, arm, elbow, hand, finger, leg, knee, foot, ankle.

2. The Child and His Powers

The child realizes that he can do things for himself and to some extent control his environment by:

a. acquiring skills and knowledge through experimenting, asking questions, practicing
b. remembering information
c. planning for the future
d. imagining
e. learning good health practices
   (1) The child recognizes that there is a relationship between his regular performance of simple health practices and proper body functioning.
   (2) The child can recognize, describe, and name simple health practices and can recognize or state one reason why each of these activities is important:
      (a) Dental Care—e.g., brushing teeth, eating a well-balanced diet, visiting the dentist.
      (b) Personal Hygiene—e.g., washing hands before eating or after playing with pets; cleaning cuts and scrapes; covering mouth when coughing, nose when sneezing.
      (c) Exercise—e.g., helping to make our bodies stronger and more flexible.
   (3) The child is familiar with certain basic principles of nutrition:
      (a) Too many sweets can lead to tooth decay and should be avoided.
      (b) It is good to eat a variety of foods.
      (c) Nutritious alternatives can be chosen in place of traditional snack foods.
      (d) Foods contain substances that are good for our bodies. Wise food choices can help us feel better.
      (e) Fruits and vegetables are desirable food choices.

3. Reasoning and Problem Solving

a. When given a situation the child can:
   (1) suggest different kinds of events that might have led up to the situation and suggest different kinds of events that might follow.
   (2) choose the most likely explanation from a limited choice of explanations.
b. When given a problem the child can:
   (1) suggest several different solutions.
   (2) choose the most likely solution from a limited choice of possible solutions by testing them out in his mind or using trial and error.
c. When given clues gradually, the child can use the clues to arrive at the correct answer.
d. The child can suggest different uses for an object (example: a pencil can be used to write, dial a phone, etc.).
e. The child can recognize that different objects can have the same qualities and uses (example: glue, string and staples are all used to hold things together).

4. Emotions

a. The child can recognize and name these emotions: love, surprise, sadness, anger, happiness, fear, pride.
b. The child can recognize that he has these emotions and can describe how they make him feel.
c. The child can show awareness of and consideration for these emotions in others (see Social Interaction, Cooperation).

*Sesame Street's Statement of Instructional Goals is updated from season to season. Printing deadlines for this publication precluded inclusion of the more current goal statement being prepared for Sesame Street's tenth season.

d. The child shows that he has:
   (1) feelings of pride and self-worth
   (2) esteem for his own abilities, resources, competencies and accomplishments. The following two skills are spotlighted because they are representative and important in this goal area:
      (a) Coping With Failure
      - When the child has a problem, the child develops the ability to decide when to use various methods, such as: continuing with a certain approach to solve the problem, choosing another approach, asking for help from someone else or giving up trying to solve the problem.
      - If the child is still unable to solve the problem and achieve the desired goal, the child changes his goal so that it comes closer to his abilities and resources.

      (b) Entering Social Groups
      - The child recognizes and shows various approaches for starting relationships with other children. (Examples: making friends with a member of the group, asking other children to let him play with them, sharing a toy with a group member.)
      - The child already in a group can recognize that a new child would like to join his group and learns to encourage that child to enter the group. (Examples: acting friendly toward the new child, inviting the new child to join the group.)

B. Social Units

1. Career Awareness

The purpose of this goal is to help the child aspire to different careers and recognize that attaining a career goal is the result of having different skills, interest and preparation, and is not dependent on sex or race.

a. The child can name three or more careers, and can describe one or more of the main functions of each.
b. The child recognizes that through his own actions (practice, planning, etc.) he can acquire skills necessary for different careers.

2. Social Groups and Institutions

a. The Family and the Home
   (1) The child realizes that different kinds of buildings are used as homes.
   (2) The child understands what a family is and can describe several kinds of activities usually done by families.
b. The Neighborhood
   The child can recognize the social and physical characteristics of a neighborhood.
c. The City or Town
   The child recognizes various buildings, places, and points of interest that make up the city or town.
   Ex. 1 The children can recognize or identify zoos, parks, playgrounds, airports, etc., and stores where various types of common items may be bought.
   Ex. 2 The child recognizes that there are many different cities; that various goods or products must be brought in and out; and that various kinds of transportation are used.
   Ex. 3 The child knows the functions of such institutions as the school, post office, hospital, bank and phone company.

C. Social Behavior

The underlying principle of this goal is to encourage the child to develop positive social attitudes such as kindness, generosity and helpfulness and to show these attitudes in his behavior.

1. Different Points of View

a. The child recognizes that different individuals or groups may have different reactions to a particular situation.
b. The child shows that he is aware of the feelings, preferences and ways of behaving of other individuals and groups.

2. Cooperation

The child recognizes that in certain situations it is helpful for two or more individuals to work together toward the same goal.

a. Dividing up Work
When a child is a member of a group that has the same goal, he recognizes that sometimes the goal will be reached more easily if each member of the group shares in the work or planning.

b. Combining of Skills
When a child is a member of a group that is working toward the same goal, he recognizes that the goal will be reached more easily if each member of the group uses his own special skill.

c. Giving and Receiving Help
The child recognizes that in certain situations, in order to accomplish his goal, he must ask others to help him and in turn he must help them in accomplishing their goals.

3. **Settling a Conflict**
When the child is presented with a simple conflict, the child can recognize, identify and suggest a satisfactory solution.

D. The Man-Made Environment
The child can tell the general form or function of: machines and tools; and buildings and other structures.

E. The Natural Environment
The child can recognize or identify the general characteristics of: land, sky and water; city and country; plants and animals; and natural processes and cycles (rain, snow, etc.).

F. Quality of the Environment
The child recognizes that he is a part of a larger environment which he can affect by his actions. He is aware of such concepts as:

1. Things in nature are related to each other—Balance of Nature (Example—cats limit the rodent population)
2. Some changes in nature cannot be undone—Endangered Species (Example—sea otter)
3. There are limits to our natural resources (Example—the oil shortage)
4. Environmental planning is important—Ecology (Example—paper and metal recycling)

Using Symbols

A. Pre-Reading Goals

1. **Pre-Reading Principles**—The following is a list of reading principles that show the relationship between spoken and written language.
   a. Words can be identified as distinct units in writing just as they can be identified as distinct units in speech.
   b. Written words are symbols for spoken words.
   c. Spoken words are made up of distinct speech sounds.
   d. Written words are made up of letters that are symbols for those speech sounds.
   e. Letters combine to make written words just as speech sounds combine to make spoken words.
   f. The order in which letters appear in a written word is the same as the order in which the sounds are made in saying that word.
   g. Words and sentences are read from left to right.
2. **Pre-Reading Skills**
   a. Letters
      (1) Matching—When given a printed letter in upper case (capital) or lower case (small), the child can select the same letter from a group of printed letters.
      (2) Recognition—When told the name of the letter, the child can choose that letter (upper or lower case) from a group of printed letters.
      (3) Labeling—When given a printed letter (upper or lower case), the child can say the name of the letter.
      (4) Letters That Can Be Confused—The child can see the difference between a pair of letters that look similar. (Examples: E-F, A-H, b-d, O-Q)
   b. Letter Sounds
      (1) When a child hears a group of words that all begin with the same letter, the child can select a picture of an object that begins with the same letter from a group of pictures.

(2) When a child is given the sound of a sustaining consonant (f, l, m, n, r, s, v, z), the child can pick out the letter that has the same sound from a group of printed letters.
(3) When given the printed letter of one of the sustaining consonants, the child can make the sound of that letter.

c. Rhyming
(1) When given two or more words that rhyme, the child can select or supply a third rhyming word.
(2) When given a set of rhyming words presented pictorially and the initial sustaining consonant sound of a new word, the child can produce a rhyming word beginning with that sound.

d. Putting Speech Sounds Together
(1) When the child hears a two-syllable word spoken with a separation between the two syllables, (example: "ta-ble"), the child can blend the syllables and repeat the word quickly without the separation ("table").
(2) When the child hears a three or four letter word spoken with a separation between the beginning consonant sound and the rest of the word (example: "c-at"), the child can blend the word parts together and repeat the word without the separation ("cat").

e. Words and Phrases
(1) Matching—When given a printed word of no more than five letters, the child can select the same word from a set of printed words.
(2) Recognition—When the child hears any of the words on the Sesame Street word list (in English and/or Spanish), the child can select the right word from a set of printed words presented in a variety of contexts.
(3) Meaning—When given a printed sight word or sight phrase, the child can define it correctly or select an appropriate drawing of the word or phrase.

Sesame Street Word List

bus	stop
danger	street
exit	telephone
no	walk
yes	hot
me	cold
open	in
closed	out
school	

Spanish Sight Words

cerrado—closed	beso—kiss
abierto—open	agua—water
salida—exit	amor—love
entrada—entrance	damas—women
yo—I	caballeros—men
peligro—danger	policia—police
casa—house	bienvenido—welcome

Sesame Street Sight Phrase List

This curriculum goal should be highlighted in treatments which also underline the following related pre-reading goals:

- left to right orientation
- boundaries of a word

English

Don't Walk	Bus Stop
Wet Paint	One Way

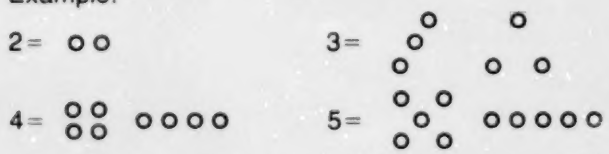
Spanish

Se Habla Español

f. Recitation of the Alphabet
The child can recite the alphabet.

B. Number Goals

1. Numbers
   a. Matching—When given a printed numeral, the child can select that same numeral from a set of printed numerals. (1–12)
   b. Recognition—When told the name of a numeral, the child can select it from a set of printed numerals.
   c. Labeling—When given a printed numeral, the child can say its name. (1–12)
   d. Recitation
      (1) The child can recite the numbers from 1 to 20.
      (2) Given a starting point under 10, the child can count from that number to 10.
      (3) The child can count backwards from ten.
2. Numerical Operations
   a. Counting—The child can tell how many things there are in a group of not more than ten items. (Examples: "Here are some pennies. How many are there?" "Here are some pennies. Take two.")
      (1) The child knows that the last number reached in counting is the total number in the group. (Example: "Count the pennies. How many are there?")
      (2) The child can make use of counting methods. (Example: When counting objects arranged in a circle, the child will identify the first object counted by marking it, moving it, or noticing something special about it.)
      (3) The child can count events in time. (Example: "How many times did I clap my hands?")
   b. Number/Numeral Agreement—The child can assign the correct numeral to sets of different numbers. (Example: The numeral "3" goes with the set "000."
   c. Number Arrangements—The child can recognize familiar arrangements of up to five objects. Example:



   d. Measurement—The child can identify different measuring instruments such as scales, rulers, etc., and understand their purpose.
   e. Addition and Subtraction—The child can add one object to any group of up to five objects or subtract one object from any group of no more than five objects.

C. Geometric Forms

(Circles—circulo, triangle—triangulo, square—cuadrado, rectangle—rectangulo, pentagon—pentagono, hexagon—hexagono, trapezoid—trapecio.)

1. Recognition—When the child is told the name of the shape "circle," "square," "triangle," "rectangle," "pentagon," "hexagon," or "octagon," the child can select the correct drawing, cut-out or object from a group of these shapes.
2. Labeling—When the child is given a drawing, cut-out, or object in the shape of a circle, square, triangle, rectangle, pentagon, hexagon, octagon, or trapezoid, the child can tell the name of the shape.

Learning Skills

A. Looking, Listening and Recognizing Differences

1. Looking Closely

a. Matching—When given an object or picture, the child can choose from a group of different objects or pictures one that is similar in form, size or position.

b. Finding Hidden Figures—When given a form, the child can find that form when it is hidden in a picture or drawing.

c. Part/Whole Relationships—The child can put parts together to make a whole.

(1) When given a model and its parts, the child can arrange the parts into a whole that matches the model.

(2) When given a model and a selection of parts, some of which are unnecessary, the child can identify the parts that don't belong.

(3) When the child is given a model and an assortment of its parts, the child can tell which parts are missing.

2. Listening Carefully

a. Sound Identification—When the child hears the sound made by a familiar object or animal, the child can identify the object or animal that makes that sound.

b. Rhyming Words—(See pre-reading goals)

B. Relational Concepts The child can tell the difference between various relational concepts:

1. Same/Different—This concept underlies all of the following relational concept categories.
2. Size—Big, Bigger, Biggest; Small, Smaller, Smallest; Short, Tall
3. Quantity—None, Some, More, Most, All, Less
4. Position—Under, Over, On, Through, Around, Next To, First, Last, Up, Down, Beginning, End, Between, Close To, Away From
5. Distance—Near, Far
6. Time—First, Last, Before, After, Next, Beginning, End
7. Qualities—Hot, Cold, Wet, Dry, Clean, Dirty

C. Classification

1. Classifying—(Which of these things belongs with these?) When given at least two objects that are alike in a certain way, the child can select another object or objects that belong in the same group on the basis of:
   a. Size (Example: height, length)
   b. Form (Example: shape)
   c. Function (Example: to ride in, to eat)
   d. Class (Example: animals, vehicles)
   e. Quantity (Example: number of objects)
2. Sorting—(Which of these things is not like the others?) When given a group of objects, several of which have something in common, the child can sort out the object that is different on the basis of: size, form, function, class or quantity.
3. Classifying in More Than One Way
   a. Property Identification—When given an object, the child can describe at least two things about it. (Example: "The ball is round and red.")
   b. Finding Similarities and Differences Between Objects—When given two objects, the child can see that they are alike in one way and different in another way. (Example: "Both of these things are round but one is red and one is blue.")
   c. Regrouping—When given a set of objects, the child can group them based on one thing (Example: shape) and then regroup the same objects on the basis of something else (Example: size). The point will be made that there is often no single right answer.

D. Pre-science The following existing curriculum goals are being presented during the ninth season under the general approach of pre-science, which deals with elementary scientific thought processes and content:

1. Scientific Thought Processes:
   a. Experimentation
   b. Asking questions
   c. Practice
   d. Remembering
   e. Planning
   f. Imagining
   g. Reasoning and problem solving
2. Scientific Content
   a. Health Practices
   b. The natural environment
   c. The man-made environment
   d. Quality of the environment

Cultural Diversity

This goal highlights the role of Spanish language and culture, but the same objectives apply to the presentation of other languages and ethnic cultures.

A. The following elements will be used to reinforce cultural identity and pride in viewers from Spanish-speaking backgrounds:
   1. The Spanish language
   2. Spanish customs
   3. Spanish art forms: songs, music, theater, dance
   4. Spanish-speaking performers: live-action, animated, muppets

B. In order to make curriculum goals of *Sesame Street* more comprehensible and thus more accessible to the Spanish-speaking child, the following strategies will be utilized:
   1. Presenting *Sesame Street* goals in the Spanish language so that the child will learn the concept first and later be able to transfer the learning to another language (English), while retaining the Spanish language.
   2. Labeling and recognition of sight words (in Spanish) which are often encountered in Spanish-speaking children's environments.

C. To familiarize the non-Spanish-speaking child with the Spanish language and with Spanish customs.

Objectives For Children With Mental Retardation

A. In order to make certain *Sesame Street* curriculum goals more accessible to educable mentally retarded children (mental ages 3-5 years), the following strategies will be utilized:
   1. Present simple motor activities which parents, siblings, and children can model.
   2. Present selected *Sesame Street* curriculum materials in their most elementary forms. Curriculum items to be emphasized are: self-help skills, remembering, sequencing, relational concepts, number matching, body parts and functions, auditory discrimination, geometric forms, practice, cooperation, entering social groups, different perspectives.
   3. Integrate *Sesame Street* curriculum goals within the context of simple motor activities (e.g., counting the number of times children tap a balloon to each other).

B. Program elements will be developed to foster the positive self-image of mentally retarded children and to encourage pride in parents of retarded children. The following strategies will be featured:
   1. Presenting mentally retarded children on the show interacting with cast members, muppets, and other children.
   2. Having mentally retarded children demonstrate their competence in specific tasks.

C. Program elements will be developed to encourage *Sesame Street's* nonretarded audience to recognize and appreciate the mentally retarded child's abilities and limitations.

Sesame Street Muppet Gallery is a booklet about the Sesame Street Muppets explaining the ways in which they illustrate Sesame Street educational goals such as cooperation, resolving conflicts, emotions and entering social groups. The Muppet Gallery is designed to help parents, teachers and others working with children better understand and utilize the Sesame Street program. Included in the booklet are personality and physical descriptions of all the major Muppet characters, color photographs and "read aloud" stories about each of the Muppets, and activity suggestions based on the Sesame Street curriculum.
Price: $1.00
Full color booklet, 24 pages
25 copies or more: $.80

Sesame Street Script Highlights are weekly bulletins which enable you to preview the content of each Sesame Street program and plan related activities in advance. Script Highlights are sent out on a monthly basis with the first of six packages mailed prior to the November premiere of each new season. A package is comprised of several weekly bulletins containing: listings of show segments and corresponding instructional goals for a full year of broadcasts, activity suggestions designed for children with special needs and other information about Sesame Street. (Highlights from the beginning of the season are included in any orders received after November.)
26 issues, 4 pages each
Price: $5.00

Sesame Street Activities is a manual designed for parents and educators working with preschool children in formal and informal learning environments. The manual contains many activities based on the Sesame Street curriculum and can be used independently or together with the broadcast. A Sesame Street goal statement is included as an appendix to the manual. A Spanish version, SESAME STREET ACTIVIDADES is also available.
Price: $2.00
Color cover, illustrated, 64 pages
25 copies or more: $1.60

To order any of the above publications, please write to:

Community Education Services, Dept. A
Children's Television Workshop
1 Lincoln Plaza
New York, New York 10023